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Raleigh, North Carolina

WHAT is the NCBHE?

The North Carolina Board of Higher Education, created by the General Assembly of 1955, is an advisory body of nine citizens, appointed by the Governor and charged "to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina."

Under this broad mandate, the Board has licensing authority and other limited regulatory powers. As the sole agency set up to identify and fulfill the State's higher education needs, it is a planning and coordinating body; it has no power or appropriate part in institutional management or other internal affairs, but it is responsible for constructive liaison with and among the institutions. It is the one agency commissioned to speak for all of higher education to the legislature and the public.

HOW does the BHE work?

The Board annually collects and disseminates data on higher education trends: enrollments (undergraduate and graduate), housing, academic performance, teaching conditions, and related matters. Basically significant are data on faculty-student ratios. Equally important, though difficult to measure in tangible terms, is the quality of both students and faculty; in this time of mounting quantity pressures, the Board has a deep interest in maintaining and elevating quality in all our collegiate institutions—particularly those supported by the State.

The Board works with parallel bodies in other regions and states, as well as related agencies in North Carolina and the Southeast. In the past two years, presidents of all public colleges and of representative private colleges have regularly attended the Board's monthly meetings; at frequent intervals, the Board and staff consult heads of tax-supported colleges for informal exchange of information and views on common needs and aims. Through these efforts for better communication and understanding, all have gained.

[Continued inside back cover]

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To His Excellency, Governor Dan K. Moore
and

The General Assembly Session of 1965
and

The Public Institutions of Higher Education in North Carolina:

The Board of Higher Education has the honor to submit its biennial report in accordance with statutory requirements (Article 16, Chapter 116, General Statutes of North Carolina).

Please note that, although the report technically encompasses the biennium of 1963-65, it actually covers the period beginning January 1963 and ending December 31, 1964.

William A. Dees, Jr.
Chairman

N. E. Avollett
Vice Chairman

Mrs. Harry B. Stein
Secretary

Howard R. Boozer
Recording Secretary

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I *three imperatives . . .*

Three imperatives face our State and institutions of higher learning, and cannot be pushed aside. Two of these we have long been aware of: 1) The necessity to deal with the unprecedented *numbers* who are seeking and will increasingly seek appropriate post-high school education; 2) the need to maintain and improve the *quality* of teaching staffs and programs.

The third imperative—financing the first two—is not new, but its dimensions are. Up to now, we have never really faced the realization that demands for quantity *and* quality in higher education today and tomorrow will require financial support on a new and momentous scale. We have never really *had* to face it until now. In recent months the urgency of this problem has become clear; so also has the realization that we must deal with it in a realistic and rational, and perhaps new, way. All of these problems are inter-related, but for clarity we will discuss each one separately here.

QUANTITY

For many decades, the problem of numbers seeking education has tended to occupy our minds and energy to an excessive degree. This has been particularly true in the South, and was reflected in the work of the Carlyle Commission on Education Beyond the High School. In retrospect, it is apparent that this Commission was keenly aware of the problems associated with the increasing *quantity* of oncoming students. One has only to examine the Higher Education Act of 1963—a giant step forward—which implemented the major recommendations of the Commission,

. . . a summing up

to realize that the kindred problems of quality and finance did not receive sufficient attention. This is not a criticism of the Commission or of the ensuing legislation; it is merely an observation of fact. This is a problem of the greatest import.

This is not to say, either, that the problem of quantity has been solved or has gone away; far from it. We have only begun to comprehend its magnitude, and to mobilize the effort required to cope with it in a realistic way.

In the fall of 1963 there were 86,085 students in our public and private colleges. In Fall 1964 there were 92,993—almost 7,000 more. The percentage increase in the public colleges was 9.5. In the private sector, the increase was 6.2 per cent. The over-all growth of public and private institutions was 8 per cent. In Fall 1965 the full impact of the “baby boom” year, 1947 (when 25,000 more children were born in North Carolina than in 1945), will hit us. This will add an estimated 15,000 students, totaling 107,800 according to a recent, conservative projection.

Our studies indicate that even if all facilities authorized by the General Assemblies of 1963 and earlier are constructed and in operation by Fall 1965, and if we continue the present overcrowded conditions, the *maximum* number of additional students our colleges can absorb by then is about 4,000, for a total of 97,000. (This includes the four community colleges to be in operation by Fall 1965.) Thus, by *next* September, we shall probably have to turn away at least 11,000 qualified applicants. It is obvious that there is no way to provide a place for all who

three imperatives . . .

want to begin post-high school education next year.

Moreover, what we face is no one-year, temporary peak. For each of the years between now and 1970 an average of 12,000 more new students will seek admission to our colleges. By 1970, they will swell the total to at least 160,000—160,000 young people to be taught, fed, and, in some measure, housed. Therefore, the Board earnestly recommends that the General Assembly of 1965 act boldly. Bold action, with broad vision, is necessary *now* if the State is to continue to direct its educational destiny, and thereby determine its social and economic development.

It appears unlikely that we can expect significant quantitative growth in the private colleges. In each recent year the proportion of the total student population in public institutions has grown by about 1 per cent. In 1963 the North Carolina private colleges bore 45 per cent of the burden; the public colleges, 55 per cent. In Fall 1964 the ratio of percentages was 44 to 56. We are drawing closer to the national ratio of 40 to 60. The national ratio is also changing in favor of public institutions; it is expected to reach 20 to 80. The State must be grateful for what the private institutions have done; but the State must also recognize its own obligatory function to provide whatever education is needed that is not being provided by existing institutions, public or private.

One thing is clear: either we provide the necessary facilities or we abandon the philosophy we have followed throughout this century—that all young North Carolinians have the birthright opportunity to go as far in personal development as their capacities will allow.

The Board of Higher Education believes that the State must not abandon this philosophy—it is the cornerstone of our individual and corporate well-being. We therefore urge the Governor, the Advisory Budget Commission, and the General Assembly to take whatever steps

are necessary to provide the facilities needed to realize this ideal in the years ahead.

In brief, this means all the facilities the State institutions have requested as *most urgently needed* should be built. These requests are set forth in detail in Chapter IV.

Cost of the *most urgently needed* facilities is estimated at about \$110 million; of this, the State must appropriate approximately \$83 million—the remainder to come from self-liquidation and other sources.

QUALITY

Any discussion of the quality of our educational institutions must begin with the confession that the entire Southern Region is still lagging behind the nation in higher education. Throughout the entire region not a single institution, public or private, is classified among the nation's top 12 universities, and rarely are any included in the top 22.

Even so, it is good to report that we have made progress. We are not moving rapidly enough, but we are moving in the right direction.

Students

On the whole, our tax-supported institutions are attracting better students. At most of them, freshmen class scores on the Scholastic Aptitude Test (SAT) are moving up. Current national norm is about 975—totaling the mathematics and verbal scores. Average scores at the University's three units all exceed this national norm. Class averages at several other institutions are now close to it.

These advances stem from three sources. 1) The first is a negative factor—the pressure of unprecedented numbers on our limited facilities. The second and third are positive forces: 2) the gradual improvement of our high school programs, especially in the cities and some of our larger consolidated schools in suburban and

rural areas; 3) the growing realization of our youth and their parents that more and better education is essential to meaningful participation in the economic, cultural and political life of our time.

Progress at the graduate level has been more satisfying. During 1960-1963, the University at Chapel Hill had 160 first-year holders of national fellowships; it ranked 14th in the nation and first in the South.* In the *percentage* of first-year graduate students holding national fellowships, North Carolina State of the University of North Carolina at Raleigh† ranked 23rd nationally, fifth regionally and first in the State.

In sum, our students are getting better at both the graduate and undergraduate levels. We applaud these continuing improvements. At the same time, we recognize that these very trends mean we must be ready to provide more programs of higher quality than ever before; our boys and girls and our State need and must have them.

Faculties

The faculties of our institutions have not seriously deteriorated, but it is increasingly apparent that the struggle to recruit and keep first-class scholars and teachers is uphill and unending. The holder of a Ph.D. is not *ipso facto* a good teacher or scholar. Even so, one objective measure of faculty quality is the percentage of the faculty holding the Ph.D. degree. Only the University of North Carolina, averaging 60.6 per cent in its three units, exceeds the average of all Southern universities (56.7 per cent). All our other tax-supported colleges are behind, averaging 32.4 per cent. (Comparable percentages in the top 47 universities in the nation are: 70.2 for the top 12; 67.7 for the next ten; 59.4, the next 25.* It should be noted that,

*Allan M. Cartter, "Qualitative Aspects of Southern Higher Education," read at the Conference on Education and Human Resources, Washington, D. C., October 9-10, 1964; Table X.

†Hereafter referred to as North Carolina (or N.C.) State.

*Cartter, op. cit., p. 20.

since North Carolina data are for 1964, whereas out-of-state figures are for 1962-63, our comparative rank may be lower now.)

Generally speaking, faculty salaries in Southern universities are about 25 per cent below salaries in the top national group of ten. This lag must be overcome if our institutions are to succeed in the increasingly stiff competition for better qualified faculties.

Libraries

The University at Chapel Hill has the only tax-supported "millionaire" library in the State. But even in this respect it does not rank among the nation's top ten. It is impossible to generalize about our other collegiate library holdings; they vary too greatly. North Carolina State should have about a half million volumes; it is 200,000 volumes short. The Board of Higher Education has consistently pled for increased library support, and the Board is happy to applaud recent legislatures for their generous response.

Another indication of quality of an institution is the educational and general income per student. Of our tax-supported institutions, only the University at Chapel Hill could be listed among the top 47 in the land on this count; even here, it would rank near the bottom.

It is clear that despite improvement of recent years in quality of students, faculty, library holdings, and general support, there remains much to be done.

Service

From the point of view of service to our people, all our institutions deserve high praise. It appears that all of them seize every reasonable opportunity to serve the State in a great variety of ways. A few examples will suffice:

Appalachian State Teachers College, East Carolina College and Western Carolina College have extension programs primarily aimed at in-service (on-the-job) education for teachers. North Carolina State, through its general extension division, provides credit and non-credit

courses and conducts a large number of conferences and short courses. The Agricultural Extension Program is similar to the programs of other land-grant institutions and is of high quality. The University of North Carolina at Chapel Hill has a general extension division which provides courses, administers an evening college program and sponsors conferences and short courses. In addition, the Institute of Government provides many educational services to elected and appointed governmental personnel. Many of these programs are mainly self-supporting, through tuition and other fees. East Carolina College operates two-year centers at Camp LeJeune and Seymour Johnson Air Force Base. A four-year degree-granting branch, to be operated by North Carolina State at Fort Bragg, is in the planning stages. (See pages 15 and 22.) Several other institutions also provide extension courses for military and industrial personnel.

FINANCING

We come now to the third imperative—adequate financing of education in North Carolina. We have long known that education, as the base of all our other wealth, is not only the most rewarding investment we can make, but *the one public enterprise in which we must invest heavily*. How to pay the initial costs of this larger investment, how to find the extra dollars to buttress our expanding system of education, is a question too long neglected. We have not so much avoided as failed to see this question. Nevertheless, in our expanding economy, expanding universe, and in this epoch of accelerating change, our State cannot hope to prosper if this imperative goes by default.

We now have the legal framework for developing a sound and vigorous system of higher education—the machinery for working out answers to whatever educational problems arise. To have established the statutory framework is an empty victory, however, if funds to pay for it are lacking.

That they are lacking has become very clear in recent months. For the next biennium, from institutions of higher education alone, the Advisory Budget Commission has received requests

for nearly \$300 million—for operating expenses and capital improvements. There simply is not enough money in the General Fund to pay for all these, and for other obligations the State must meet. Hence, it is readily apparent that, without a new approach, the State cannot grant all these requests. Yet, in the institutions' and the Board of Higher Education's opinion, they are all urgently needed. (See Chapter IV.)

We Need a Plan

How can we finance higher education in the crucial decade ahead? Do we have an over-all plan? The Board knows of none. Therefore, the Board, aware of the urgency, expects to turn its immediate attention to this problem, and—with the help of some of the most talented and experienced people in the State—attempt to come up with a well-thought-out plan that will enable our State to meet its obligations.

North Carolina must rise to this critical imperative. Failure to do so would not only deny educational opportunity to thousands of children now living; in cold fact, it would mean cutting off the State's best hope for economic growth. If North Carolina should abandon the philosophy adhered to by Americans throughout this century—that every child deserves the opportunity to develop to the limits of his gifts—the inevitable result would be the economic, cultural, and social deterioration of our State.

When Thomas Jefferson said, "If a nation expects to remain ignorant and free, it expects what never was and never will be," he was a century ahead of his time. Since the dawn of this century we have come to realize, with increasing clarity, that no society can remain free unless all its people have the opportunity to develop their various potentialities in full.

Another practical Prophet said: "No man sets out to build a strong tower without first sitting down to count the cost." If our system of higher education is to function dynamically and effectively, we must build for it a strong fiscal base. The first step in so doing must be to count the cost.

II

the state system of higher education

WHAT IS THE SYSTEM?

The 1955 act establishing the Board of Higher Education dictates that the Board's purpose shall be "to plan and promote the development of a progressive and vigorous *system of higher education in North Carolina*." Since the significant recommendations of the Governor's Commission on Education Beyond the High School were translated into statutes by the 1963 General Assembly, however, a firm definition of the *system of higher education* has not been explicitly stated. A common understanding of the term—among members of the General Assembly, personnel of our institutions of higher education and citizens in general—is essential to the system's health. That the system is dynamic, not static, makes more difficult, but also more important, the task of defining it in universally acceptable terms. As a first step toward such common understanding, the Board deems it timely to define the constitutional and legal structure within which our higher education system is evolving.

It should be noted that the system as discussed here denotes the State-owned, public institutions of higher education; the total system embraces private as well as tax-supported institutions, and the former deserve a special tribute. Our private colleges are presently bearing about 43 per cent of the total burden. In the past, they carried an even heavier proportion. For almost a century, in fact—from 1795 to 1877 (when the Fayetteville Normal School was founded)—North Carolina had no institutions

of higher learning other than the University at Chapel Hill and about a dozen colleges established by church groups. The State will ever be indebted to the Baptists, Presbyterians, Methodists, Lutherans, Quakers, Reformed Churches and other leaders in private education, not only for what they have done in the past but for what they are now doing and will continue to do.

To return to the public institutions, an understanding of their functions within the total structure requires a look at the historical traditions and legal documents from which they sprang.

A PYRAMID

First, the Constitution of North Carolina (1868) affirms that the privileges of education are the citizen's birthright and sets forth the State's obligation to maintain that right and encourage its fulfillment.¹ The system of public education which has evolved following the statement of that ideal can be likened to a four-tiered pyramid. (See Chart A, p. 7.)

The Base

Grades one through 12 of the public school system make up the first tier of the total system of tax-supported education in North Carolina. The General Assembly, State Board of Education, and State Superintendent of Public Instruction bear the responsibility for providing and managing a uniform system of public schools.²

the state system . . .

The Second Tier

The next tier of the pyramid—three types of institutions beyond the high school—consists of industrial education centers, technical institutes, and community colleges. Industrial education centers offer adult education and public service, vocational and trade programs lasting up to 12 months, with certificates and diplomas appropriate to each. Technical institutes have similar programs, plus special two-year programs for preparing technicians, with the degree of Associate in Applied Science. Comprehensive community colleges, in addition to such industrial and technical programs, offer two-year curricula in the arts and sciences, culminating with the Associate of Arts Degree.

The State Board of Education administers these on the state level through its Department of Community Colleges, created by the General Assembly of 1963.³ The Board approves sites, buildings, building plans, budgets, and selection of administrative chiefs. It also establishes and maintains standards for professional personnel, curricula, admissions, and graduation; and regulates tuition, special fees and accounting procedures, and awarding of diplomas and of degrees.⁴ On matters of personnel, curricula, finance, articulation and coordination with other educational institutions of the State, the Board consults an advisory council of 16 members, including two from the North Carolina Board of Higher Education.⁵ Community colleges and technical institutes have 12-member governing boards of trustees, eight chosen by the local boards of education and county commissioners, four appointed by the Governor. Industrial education centers have eight-member boards of trustees, all elected by local boards of education and county commissioners.⁶

In September 1964, 22 such institutions were operating: three community colleges, 14 technical institutes, and five industrial education centers. Two of the technical institutes (in

Lenoir and Davidson Counties) will advance to limited community college status in 1965, with full-scale operation scheduled for 1966. Requests to establish two additional technical institutes have been approved for Richmond and Caldwell Counties. New community colleges have been established in the counties of Moore, Columbus, Rockingham, Surry, Burke, Rutherford, and Wilkes; the one in Moore County to begin operation in 1965—all others in 1966.

The Third Tier

On the pyramid of publicly-supported education in North Carolina, 12 general-purpose senior colleges make up the next tier. Each has its independent board of trustees. Three—Wilmington College, Asheville-Biltmore College, and Charlotte College—are in the final stages of evolution to four-year status. Five attended predominantly by Negroes are: Agricultural and Technical College, Greensboro; Elizabeth City State College; Fayetteville State College; North Carolina College at Durham; and Winston-Salem State College. Although Agricultural and Technical College was established as the Negro land-grant counterpart to North Carolina State at Raleigh, and North Carolina College at Durham was established primarily as a liberal arts college, all five have emphasized the education of teachers. (See *Appendices*, pages 58-61.)

Pembroke State College, originally for the segregated education of American Indians in North Carolina, has changed admissions policies so that its present students are white and Indian at a ratio of about 60:40. Completing the senior group of 12 are Appalachian State Teachers College, Boone; East Carolina College, Greenville; and Western Carolina College, Cullowhee—all established primarily to prepare teachers for North Carolina's public schools. Although the 12 senior colleges have all broadened their programs, teacher education continues to hold an important place in each one.

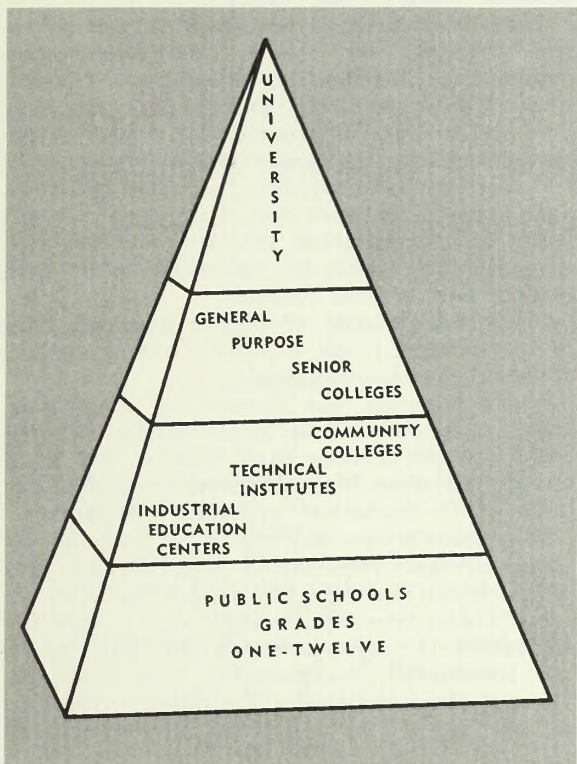


CHART A—Pyramid of State-Supported Education in North Carolina

The Apex

The capstone of publicly-supported higher education in the State is the Consolidated University of North Carolina, with its three units at Chapel Hill, Raleigh, and Greensboro. The University (including all three units) is the only State institution authorized to award the doctor's degree.⁷ The University of North Carolina at Chapel Hill is a comprehensive university (exclusive of most land-grant programs), similar to many other state universities which have followed its development: e.g., Indiana University, University of Alabama, University of Texas, *et al.* North Carolina State of the University of North Carolina at Raleigh is similar to

many typical land-grant universities: e.g., Auburn, Purdue, Clemson, University of California at Davis, *et al.* Together these two North Carolina campuses constitute a university complex similar in scope and depth to universities developed in states which combine the land-grant and general university functions on one campus: e.g., Illinois, Wisconsin, Nebraska.

The University of North Carolina at Greensboro (formerly Woman's College of the University of North Carolina) continues to emphasize teacher education; but as the institution has developed it has offered programs in the other professions most hospitable to women in our society, programs including advanced graduate work. In sum, the three units offer almost as many undergraduate programs, and graduate programs leading to the doctorate, as any other one university in the country.

The University's Government

Policy-making for the three units of the University is the responsibility of its Board of Trustees. Elected by the General Assembly, the 100 members must include at least ten women at all times; each legislative session elects 25 trustees for eight-year terms. The Governor serves as chairman, the State Superintendent is a member *ex officio*, and all former governors serve as honorary members for life.⁶ Membership is now 104. With authority for budget approval, personnel management, and program endorsement, the Board of Trustees works through an executive committee of its members, empowered to develop policies.⁹

Each of the senior colleges has a 12-member board of trustees responsible for policy formation; the Governor appoints members for staggered eight-year terms.

INTERNAL RELATIONSHIPS

Surely the system of publicly supported education in North Carolina derives strength from inter-acting relationships within its complicated structure. The Governor, for example, is chairman of the University's Board of Trustees; he

also appoints members to the boards of the general colleges and the community colleges, the State Board of Education and the Board of Higher Education. The State Superintendent of Public Instruction, the Lieutenant Governor and the State Treasurer are members of the State Board of Education. The Board of Higher Education always has a member who is also a member of the State Board of Education; and two representatives of the Board of Higher Education are members of the Advisory Council to the Department of Community Colleges, Technical Institutes and IEC's.

The Financial Base

The State's budget-making process is basic to the system's development and much of its control. Every two years each state-wide agency and each institution of higher education presents its biennial budget to the Governor, as Director of the Budget, after hearings before the Advisory Budget Commission. The Commission has six members: the chairmen of the four House and Senate committees on Appropriations and Finance, plus two persons appointed by the Governor for indefinite terms. The Commission may recommend increases, decreases or deletions. For final action, educational budgets, incorporated with those of all other State agencies, go to the General Assembly, with the Governor's budget message—an analysis of special or significant requests, with suggested sources of revenue, and personal recommendations.

The Board of Higher Education

Legal responsibility for *planning and promoting* the development of a sound, vigorous, progressive and coordinated system of higher education for the State rests with the Board of Higher Education. The Board was established by the 1955 General Assembly "to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State" The Board seeks the cooperation of other agencies and of all institutions of higher learning in developing a system of higher education which will meet

the State's developing needs at the highest possible plane of excellence.

With its staff, the Board specifically examines the purposes for which institutions were established (redefined by the General Assemblies of 1959 and 1963)¹⁰ and the functions they are performing; determines the types of degrees each institution may grant, and approves or defers requests for new functions, activities, and degrees. At least once every two years it visits each institution officially and reviews, appraises and makes recommendations on each institution's biennial requests.

State-wide boards of higher education are of two general types, usually characterized as governing or coordinating.

North Carolina has chosen the latter type, which attempts to lead, guide, advise, nourish and facilitate rather than control. Its main strength derives from whatever logic there is to its broad vision and persuasive leadership.

The Board's constant aim is to promote—by means of valid information, objective analyses of problems, and integrity in dealing with diverse viewpoints—the orderly and sound development of a system which otherwise might be hopelessly unsystematic and complex. Through the same means, the Board works continually for the most efficient and economical operation of the system by preventing duplication of specialized functions, and upgrading weak spots to areas of strength. This will surely protect the taxpayer's dollar. But in a larger sense, it will help the General Assembly to make the wisest use of tax resources in finding and allocating funds to build an ever stronger system of higher education for the State.

SOURCES:

1. Constitution of North Carolina (1868), Art. I, Sec. 27, and Art. IX, Sec. 1.
2. Constitution of North Carolina (1868), Art. IX, Sec. 2 and Sec. 8.
3. General Statutes of North Carolina, Ch. 115A-3.
4. General Statutes of North Carolina, Ch. 115A-5.
5. General Statutes of North Carolina, Ch. 115A-3.
6. General Statutes of North Carolina, Ch. 115A-7.
7. General Statutes of North Carolina, Ch. 116-15.
8. General Statutes of North Carolina, Ch. 116-4, 5, 9.
9. General Statutes of North Carolina, Ch. 116-11.
10. General Statutes of North Carolina, Ch. 116, Arts. 1, 2, 3.

III

review of the biennium: january 1963-december 1964

ORGANIZATION

Membership

Several changes in membership took place. Mr. John P. Kennedy, Jr., whose term was to expire June 30, 1963, resigned on March 22. Two original members, Major L. P. McLendon and Mr. William F. Womble, completed eight-year terms on June 30. As replacements, three new appointees accepted terms expiring June 30, 1971: Mr. William A. Dees, Jr., of Goldsboro, Mr. Joseph W. Grier, Jr., of Charlotte, and Mr. Allen H. Gwyn, Jr., of Reidsville.

On July 22, 1964, Mr. W. Dallas Herring (a member since 1957) was designated to replace Mr. Gwyn, who had resigned July 15, and Mr. Gordon H. Greenwood of Black Mountain accepted appointment to fill Mr. Herring's term. On August 31, Dr. Oliver C. Carmichael resigned; on September 1, Mr. John R. Jordan, Jr., of Raleigh, was appointed to fill Dr. Carmichael's unexpired term.

Present members, in the order of their term expirations, are:

Mrs. Harry P. Horton, Pittsboro—1965
Gardan H. Greenwald, Black Mountain—1965
John R. Jordan, Jr., Raleigh—1967
W. J. Kennedy, Jr., Durham—1967
N. Elton Aydtlett, Elizabeth City—1969
Mrs. Harry B. Stein, Fayetteville—1969
William A. Dees, Jr., Goldsboro—1971
Joseph W. Grier, Jr., Charlotte—1971
W. Dallas Herring, Rase Hill—1971

Officers and Committees

Major McLendon and Mr. Womble served as Chairman and Vice Chairman, respectively, until June 30, 1963. (Major McLendon's only predecessor as Chairman was Mr. D. Hiden Ramsey of Asheville, 1955 to 1960.) Dr. Carmichael and Mr. Dees, respectively, succeeded them in September. Dr. Carmichael served as Chairman until August 1964, when Mr. Dees succeeded him and Mr. Aydtlett was elected Vice Chairman. Mrs. Harry B. Stein has served as Secretary since September 1963; the Assistant Director serves as Recording Secretary at the Board's request. Present officers are:

Chairman—William A. Dees, Jr.
Vice Chairman—N. Elton Aydtlett
Secretary—Mrs. Harry B. Stein
Recording Secretary—Howard R. Baazer

Until September 1964 the Board used standing committees for study and recommendations on questions of educational programs and policy, finance, and personnel. Since then the Board has worked as a committee of the whole on continuing problems, designating *ad hoc* committees to deliberate and recommend action on special questions. The Chairman serves *ex officio* on all committees.

Staff

Since January 1963 the Board replaced one member and added two. Mrs. Eleanor S. Parker, for ten years Assistant Director and Editor for the National Citizens Commission for Public Schools, joined the Board's staff on September 1, 1963. Mr. Kenneth C. Batchelor resigned

review of the biennium . . .

September 1 to accept a position as Business Manager at Charlotte College. Mr. Charles H. Little, Jr. (on leave as Assistant Professor of Mathematics at North Carolina State of the University of North Carolina at Raleigh) succeeded Mr. Batchelor on January 22, 1964. Dr. James E. Stone (formerly Director of the Summer School, Extension, Research and Field Service at Appalachian State Teachers College) joined the staff on July 1.

Present full-time employees are:

William C. Archie, Director

Haward R. Baazer, Assistant Director

James E. Stone, Assistant Director (Higher Education for Adults)

Charles H. Little, Jr., Educational Analyst and Statistician

Mrs. Eleanor S. Parker, Research Analyst and Editor

Mrs. Wanda W. Collins, Secretary

Mrs. Foye D. Harrington, Secretary

Mrs. Dianne A. Joyner, Secretary

Mrs. Barbara G. Spencer, Secretary

Mrs. Mary M. Wells, Secretary

The Board has requested authority to employ three new professional persons: a curricular programs officer, a coordinator of science programs, and an administrative assistant and research analyst; and two secretaries.

Of the professional staff, only the Director is exempt from the State Personnel Act. The limitations of this Act severely handicap the Board's ability to compete with colleges and universities for high-caliber professional persons, since the most able are increasingly sought after in the academic world. Hence, the Board strongly affirms that freedom from this restriction would enhance its ability to attract the well educated and specially qualified staff it must have for full discharge of its task.

ACTIONS OF THE GENERAL ASSEMBLY

No agency has greater appreciation than the Board of Higher Education for the generous

treatment accorded higher education by the General Assembly of 1963.

Higher Education Act of 1963

The Board has formally expressed its special appreciation of the 1963 Higher Education Act. Major accomplishments of this "break-through" Act included: 1) a much-needed statutory definition of the University; 2) provision for three new senior institutions; and 3) establishment of a system of comprehensive community colleges, thereby greatly broadening opportunities in post-high school education for a growing number of youth and adults. The Act also assigned to the Board of Higher Education the responsibility of licensing new senior colleges to award degrees.

For the institutions, the 1963 General Assembly provided funds for raising faculty salaries, for appropriate expansion of libraries, and for a number of badly needed additions and replacements of physical facilities. Appropriations for operating expenses in the tax-supported institutions totaled \$98,198,975—an increase of 34 per cent over the previous biennium. Capital improvements authorized by the 1963 General Assembly came to \$82,144,468 for the biennium: \$35,813,218 directly appropriated, \$19,158,000 financed by Legislative Bonds, and \$27,173,250 authorized as self-liquidating projects. As a result of these steps our colleges and the University are substantially stronger and more effective; these significant gains will mark the 1963 General Assembly as one of the most forward-looking in the history of our State.

Nevertheless, the Board of Higher Education has been deeply concerned by the enactment of an Act "to regulate visiting speakers at State-supported colleges and universities" (H.B.1395).

This Act represents a departure from the traditional delegation of freedom and responsibility to our institutions' trustees, adminis-

trators and faculties to manage their educational affairs. It limits their ability to encourage students and faculties to pursue the truth in an atmosphere historically characteristic of colleges and universities worthy of the name. Surely it was not intended as such, but this Act has been interpreted at home and across the Nation as a vote of no confidence in educational leaders who, with dedication and distinction, have served the best interests of our State.

Our colleges have succeeded well in removing glamor and hence martyrdom from those who elect to preach philosophies foreign to our way of life. One of the distinguishing features of democracy, as contrasted with totalitarian forms of government, has been its willingness to provide a forum for free expression where ideas may compete on their merits. Unlike the Communists, we are confident that open discussion will serve, not to undermine but rather to bolster, the faith of the people in our form of government.

This Act requires that it be enforced by the trustees of the University and colleges. To do so, the trustees must question or investigate every speaker invited to their campuses to ascertain whether he is a Communist, or has advocated the overthrow of the Constitution, or has ever pleaded the Fifth Amendment, as set out in the Act. Such a procedure is repugnant to many of our ablest and most loyal citizens, as well as to outstanding scholars from other parts of the Free World. As a consequence, fewer distinguished speakers will come to our State. Of greater importance, by its very existence this Act will handicap all our institutions in efforts to attract the ablest scholars to their staffs.

In view of the Act's possible damage to higher education, at a time when its prospects are brightest, the Board of Higher Education respectfully, but urgently, requests the Legislature of North Carolina to amend or repeal this law. We further urge that the trustees, administrators and faculties of our public and private institutions, as well as other interested

citizens throughout the State, join the Board in this appeal to the General Assembly.

The names of the following colleges were changed by the 1963 General Assembly: Winston-Salem Teachers College to Winston-Salem State College, Elizabeth City State Teachers College to Elizabeth City State College, and Fayetteville State Teachers College to Fayetteville State College. The name of the campus of the University in Raleigh was changed to North Carolina State of the University of North Carolina at Raleigh (its former name was North Carolina State College of Agriculture and Engineering of the University of North Carolina).

BOARD ACTIVITIES

From January 1, 1963, through December 31, 1964, the Board held 16 regular meetings, with presidents of the State-supported colleges and five presidents of representative private colleges attending by invitation. Most of these meetings were in addition to official Board visits to the tax-supported institutions; in addition, Board representatives attended conferences sponsored by other groups in North Carolina and other states.

The Director is a delegate to the Southern Regional Education Board; both he and one Board member serve on the Board of Directors of the Learning Institute of North Carolina (LINC). The Board holds membership in the North Carolina College Conference and in the American Council on Education. It maintains close working relationships with these and other organizations with related interests, such as the State Board of Education, and that Board's Department of Community Colleges, the North Carolina Education Association, the Southern Association of Colleges and Schools, the Association of American Colleges, the American Association of Junior Colleges, the American Association of Colleges for Teacher Education, the National Commission on Teacher Education and Professional Standards, and the U. S. Office of Education.

Official Visits

The Statutes require that the Board inspect each institution at least once biennially. Official visits have been made to the following: Appalachian State Teachers College, Charlotte College, Asheville-Biltmore College, East Carolina College; Elizabeth City State College, Western Carolina College, Fayetteville State College, Pembroke State College, and Wilmington College.

By the end of the current biennium (June 30, 1965) the Board will have made official visits to the remaining institutions. Visits are scheduled as follows: University of North Carolina (Chapel Hill), North Carolina College at Durham, North Carolina State of UNC, all in February; Winston-Salem State College, University of North Carolina (Greensboro), Agricultural and Technical College, all in April.

Approval of New Programs

In accordance with the statute creating the Board, no tax-supported institution may initiate a new program or degree without approval of the Board of Higher Education. Manifestly, the staff and lay members of the Board can deal more competently with the wide range of these curricular proposals and new programs with the help of disinterested and competent consultants in specialized areas. This technique is universally accepted in higher education, as a means for 1) getting advice from nationally recognized experts and 2) insuring objectivity, to reduce political factors and the influence of vested interests to the minimum. The second is perhaps the more important; in these matters, there is no safer way to make honest decisions and protect the taxpayer's dollar. Hence, the Board adopted this new technique in Fall 1961.

Most, if not all, of our institutions have accepted the procedure because of its obvious fairness to all concerned. Indeed, although it has resulted in the deferral of a few requested programs, this careful evaluation has resulted in real benefits to all.

The following new degrees and other programs have been approved since January 1, 1963:

UNIVERSITY OF NORTH CAROLINA (Chapel Hill)

Master of Science in Genetics (May 1963)
Ph.D. in Genetics (May 1963)
Bachelor of Fine Arts (September 1963)
Ph.D. in Art History (April 1964)
Ph.D. in Mass Communication Research (June 1964)

N. C. STATE OF UNC (Raleigh)

Bachelor of Science in Engineering Operations (March 1963)
Master of Applied Mathematics (March 1963)
Master of Electrical Engineering (March 1963)
Master of Textile Technology (March 1963)
Master of Technology in International Development (May 1963)
Ph.D. in Physiology (May 1963)
Bachelor of Arts in economics, English, history, political science, psychology, and sociology (July 1963)
Master of Science or Master of Education in Science and Mathematics Teaching (April 1964)
Ph.D. in Chemistry and Biochemistry (June 1964)
Master of Science or Master of Extension (August 1964)
Ph.D. in Engineering Mechanics (October 1964)
Degree-Granting Branch at Fort Bragg (tentative—October 1964. See pages 15 and 22.

UNC (Greensboro)

Master of Arts in English (May 1963)
Master of Arts in History (May 1963)
Master of Music (May 1963)
Master of Arts in Psychology (April 1964)
Master of Science in Biology (April 1964)

EAST CAROLINA COLLEGE

Two-year Center at Seymour Johnson Air Force Base (tentative, December 1962; final approval, October 1963)

Bachelor of Fine Arts (June 1963)

Master of Fine Arts (June 1963)

Institute for Research in Regional Development (August 1964).

New Senior Colleges

The three new senior colleges (Asheville-Biltmore, Charlotte and Wilmington) have been in transition since mid-1963. Charlotte College and Wilmington College admitted junior classes in Fall 1963; Asheville-Biltmore admitted its first junior class in Fall 1964. Degree programs authorized at those institutions through December 31, 1964, are:

ASHEVILLE-BILTMORE COLLEGE

Bachelor of Arts degrees with majors in literature, drama, history, philosophy and art in the humanities; economics, government and psychology in the social sciences; mathematics; and biology, chemistry and physics in the sciences.

CHARLOTTE COLLEGE

Bachelor of Arts degrees in biology, chemistry, economics and business administration, French, Spanish, English, history and political science, and mathematics.

Bachelor of Science degrees in biology, chemistry and mathematics; engineering (mechanical and electrical options); nursing.

WILMINGTON COLLEGE

Bachelor of Arts degrees in English, biology, social sciences (history), mathematics and business administration.

Bachelor of Science in Medical Technology
Associate (two-year) degree in Nursing

Approval of Student Housing

In 1963 and 1964 the Board approved requests from ten institutions for authorization to construct a total of 19 student housing facilities to accommodate 5,923* students at an estimated cost of \$15,231,500. Thirteen of these projects, totaling \$10,694,000, are to be financed entirely through HHFA (Housing and Home Finance Agency) or by issuance of revenue bonds, in accordance with the provisions of the 1963 General Assembly. The remaining six are to be financed partially through State appropriations made in 1963 (\$1,784,000) and through loans and revenue bonds (\$2,753,500).

Consultants

As pointed out above, one of the most significant recent developments in the Board's work has been the objective help of outstanding educational consultants in evaluating new programs and degrees. Consultants have also helped evaluate the over-all programs, strengths, and weaknesses of both the developing and established colleges. To date, visiting panels have served the Board and the State effectively in regard to the three new senior colleges (Asheville-Biltmore, Charlotte and Wilmington) and in the five Negro colleges. Their reports have been excellent and have aided the Board immeasurably in carrying out its responsibilities under the law. The costs of such services are modest and the returns are immense.

Legislative Liaison

The Director of Higher Education worked continually with the General Assembly (notably both higher education committees) and with individual legislators during consideration

* University of North Carolina at Chapel Hill, 923; Agricultural and Technical College, 200; Appalachian State Teachers College, 1,100; East Carolina College, 900; Elizabeth City State College, 300; Fayetteville State College, 450; North Carolina College at Durham, 700; Pembroke State College, 300; Western Carolina College, 800; and Winston-Salem State College, 250.

of the Higher Education Act, which incorporated most of the major recommendations of the 1962 Governor's Commission on Education Beyond the High School.

Licensing

The Higher Education Act of 1963 transferred from the State Board of Education to the Board of Higher Education the responsibility to license any new colleges (except community colleges) to award degrees.

To date, after establishing criteria, collecting specific data and sending visiting committees to campuses, the Board has licensed three new senior colleges: North Carolina Wesleyan College at Rocky Mount and Methodist College at Fayetteville (both on April 3, 1964), and Mars Hill College at Mars Hill (June 12, 1964). The Board has agreed that, in general, it will grant a license only when there is clear evidence that the institution is proceeding normally toward accreditation by our regional accrediting agency, the Southern Association of Colleges and Schools.

Community Colleges

Under the Community College Act of 1957, public community colleges were related to the Board of Higher Education. Initially there were four: Charlotte College and Carver College (later re-named Mecklenburg College) in Charlotte; Asheville-Biltmore College in Asheville and Wilmington College in Wilmington. A fifth, Elizabeth City's College of The Albemarle (chartered December 1960), opened its doors in September 1961. The Higher Education Act of 1963 converted three of these (Asheville-Biltmore, Charlotte and Wilmington) to senior colleges and rewrote the Community College Act, transferring Mecklenburg College (now Central Piedmont Community College) and College of The Albemarle to the State Board of Education. That agency, now responsible for licensing new community colleges, has authorized establishment of several since July 1963.

Gaston College, the only community college still directly related to the Board of Higher

Education, received its charter in January 1963, and admitted its first class of 695 students in September 1964. Although still operating under the Community College Act of 1957, Gaston College expects to transfer to the State Board of Education (Department of Community Colleges), with legislative approval, in July 1965.

Retirement

In 1962 and 1963 the Board worked assiduously to achieve a more satisfactory retirement system for public college faculties and key administrative personnel—i.e., participation in the retirement program of the Teachers Insurance and Annuity Association. Vigorously opposed by certain other categories of State employees and by the Teachers and State Employees Retirement System (TSERS), these efforts were abortive; they did contribute, however, to liberalization of the State Retirement System.

Librarians' Exemption

The faculties and key administrative personnel of the higher education institutions are exempt from the provisions of the State Personnel Act. This has not been true of the college librarians, however. The lack of a consistent policy—both among the institutions and by the State Personnel Department—for librarians' classification or exemption concerned the Board of Higher Education. Typically only the head librarian was exempt (EPA), and others were "classified personnel." This created a serious personnel problem for the colleges, and the consensus was that if the Personnel Act precluded the exemption of professional librarians, the Act should be amended. The Board therefore instructed the staff to ascertain the present status of librarians at each of the tax-supported colleges and, with the presidents' assistance, to confer with the State Personnel Director and others to clarify the situation.

After a number of conferences between the staffs of the Board and the State Personnel

Department, the State Personnel Council permitted exemption of professional librarians who have earned degrees in Library Science and whose institutions accord them faculty status.

Off-Campus Services

Off-campus services of the University and the public colleges continue to grow in significance and scope. From 1960 until 1962 the Board had an Advisory Committee on Off-Campus Services, with several representatives from each institution offering extension courses. In 1962 the Committee created the North Carolina Council on Higher Education for Adults, and petitioned the Board to add a full-time staff person to work in this area on matters of state-wide concern. The Board and the General Assembly concurring, an Assistant Director with this major responsibility joined the staff July 1, 1964.

A recent significant development has been the decision of the University of North Carolina, supported by the Board of Higher Education, to operate a four-year, degree-granting branch of North Carolina State at Fort Bragg. Since Fall 1961, the Director of Higher Education had worked closely with University and military officials to expand higher education opportunities for soldiers at Fort Bragg. The newly approved program will cost the State very little: Fort Bragg will provide all necessary space—offices, classrooms, laboratories—and library resources; student tuition (three-fourths to be paid by the Army) will cover instruction and most of the administrative costs.

Negro Education

Throughout the biennium the Board and staff have given much thought and effort to the broad and complex problem of upgrading the Negro colleges—particularly the five supported by the State. At each of these institutions the needs are great; but their support (although large in comparison to support of comparable institutions by sister states) has never been on a par with that given to the

white institutions. Recent attempts to raise standards everywhere have highlighted the weaknesses of all these disadvantaged colleges, most sharply in the three which had historically devoted themselves to the single aim of preparing elementary teachers, as they have moved to become general-purpose colleges.

During the past year, special teams of outside consultants visited each of the five and gave the Board detailed reports of their evaluations and recommendations. These confirmed the Board's impression that the time has come for drastic improvements in the curricula, in libraries and laboratories, in breadth and competence of faculty, and perhaps most of all in the quality of students. This will require curricular experimentation, to meet the students at their achievement levels, giving supplementary instruction where needed in basic skills. Since such a program will be expensive, efforts to find money and sound ways of using it are continuing on many fronts. The visiting teams have made a particularly helpful and timely contribution through their disinterested and thoughtful reports.

Nursing Education Survey

In January 1964, at the invitation of the Board of Higher Education, the N. C. Medical Care Commission and the State Board of Education joined it in sponsoring a study of the State's needs for professional nurses. The survey, directed by Mr. Ray E. Brown of Duke University with the assistance of the staff of the Board of Higher Education, got under way early in March 1964. Published in August, the *Report* has been widely distributed.

It recommended that:

- 1) a new pattern of organization and financing of nursing education be developed;
- 2) nursing education be recognized as a proper and vital function of higher education institutions;
- 3) responsibility for nursing education (basic and graduate) be recognized as an obligation of the tax-supported institutions of higher learning in North Carolina;

IV

budget recommendations

In accordance with the provisions of Article 16, Chapter 116, of the General Statutes of North Carolina, the Board of Higher Education has reviewed and appraised the budget requests of all public institutions of higher education for the 1965-67 biennium, and has the honor to transmit its comments and recommendations herein. These were submitted on November 6, 1964, to the Advisory Budget Commission and the Director and staff of the Department of Administration. The Board certifies that the requested and recommended budgets are consistent with the primary purposes of each institution and with the functions allocated to it by statute or by the Board.

"A" BUDGETS

These "A" Budget requests are for appropriations necessary to continue existing operations at the present level of services, and contain no requests for new programs or increased level of services (such requests are properly included in "B" Budgets). The increases primarily reflect requirements arising from expected increases in enrollment.

The institutions' "A" Budget requests for General Fund Appropriations total \$55,953,399 for 1965-66 and \$58,656,182 for 1966-67. (See Table A, page 24, for detailed summary.) These totals represent increases of 10.0% and 15.3% respectively, over the 1964-65 Appropriations. Comparable increases in budgeted enrollment projected for these public institutions over 1964-65 are 9.0% in 1965-66 and 16.0% in 1966-67.

The Board recommends that the total "A" Budget requests of institutions be appropriated.

"B" BUDGETS

The institutions' "B" Budget requests (providing for expansion of present services and the addition of new ones) total \$14,730,188 for 1965-66; and \$18,691,629 for 1966-67.

The combined "A" and "B" Budget requests total \$70,683,587 for 1965-66; \$77,347,811 for 1966-67. (See Table A, page 24.) Percentage increase of these requests over appropriations for 1964-65 is 39.0% for 1965-66; 52.0% for 1966-67.

All of the "B" Budget requests have merit. The institutions acknowledge, however, that some urgent needs have priority over others. Recognizing that some pressing needs are common to all our institutions, the Board wishes to comment and make certain recommendations on the "B" Budget requests.

Faculty Salary Increases

In preparing recommendations for the 1963 General Assembly, the Board departed from the usual practice of determining increases in faculty salaries on the basis of existing salaries, and made an extensive study to establish a new calculation base. From a research report of the National Education Association, the study tabulated median faculty salaries by professorial ranks, compared each N. C. institution rank by rank with institutions of corresponding size and type, and calculated the amount of money neces-

sary to bring each North Carolina institution up to the national median by type and size. The Board then recommended these amounts, and to match the rise in faculty salaries across the nation also recommended the *addition* of a 13% escalation amount; that is, 6½% increase the first year of the biennium and another 6½% increase in the second year. The General Assembly subsequently appropriated the recommended totals.

Assuredly, this was a step in the right direction. We should point out, however, that even with these increases for the current biennium, our faculty salaries are still one year behind national averages. The NEA report used in the Board's study listed 1962 salaries; hence, national medians providing our new base were *one year behind those of 1963*. And the national medians have continued to rise.

The latest NEA report (National Education Association, Research Report 1964-R3) shows that over-all national averages for faculty salaries increased 5.9% in 1963 and 6.2% the following year.

The Board believes it imperative that 1) N. C. faculty salaries must maintain *the rate of increase* of the national averages, to retain a competitive position for adequate faculty; and 2) N. C. faculty salaries should at least approach *the current national averages*, instead of remaining a year behind. Toward both of these objectives, the Board recommends that **appropriations**

for faculty salary increases for the biennium 1965-67 be calculated by a 15% escalation of existing faculty salaries: *that is, using the 1965-66 "A" Budget amount for EPA faculty positions of each institution as a base, 7½% increase be appropriated for the year 1965-66; using the same base, an additional 7½% increase be appropriated for the year 1966-67; plus 7½% for all new "A" Budget positions appearing for the first time in the second year of the biennium.*

To fulfill the Board's recommendation will require the following appropriations for salary increases for faculty and administrative personnel exempt from the State Personnel Act:

UNC at Chapel Hill	1965-66	1966-67
—Academics	\$ 595,040	\$1,227,504
—Health Affairs	266,939	537,960
N. C. State at UNC at Raleigh	494,456	1,015,189
Agriculture Experiment Station	215,178	430,355
UNC at Greensboro	197,201	408,838
East Carolina	258,354	524,017
A & T	121,386	248,446
Western Carolina	90,291	198,643
Appalachian	126,028	255,763
Pembroke	43,952	87,903
Winston-Salem	44,059	88,119
Elizabeth City	36,260	73,425
Fayetteville	41,944	83,887
N. C. College at Durham	110,127	223,501
Asheville-Biltmore	26,549	57,031
Charlotte	58,050	125,619
Wilmington	38,385	83,781
Total	\$2,764,199	\$5,669,981

Libraries—New Books and Journals

The Board recommended to the 1963 General Assembly an appropriation for New Books and Journals based on an extensive study. This study did three things: it tabulated the volume-size of each institutional library in 1962, established goals which within ten years would approximately double the size of each collection, and calculated the amounts of money necessary to accomplish these goals. Appropriations for 1963-65 approximate the amounts required. With two exceptions the combined "A" and "B" Budget requests for 1965-67 are consistent with the next step toward accomplishment of these ten-year goals.

The Board recommends appropriation of the combined "A" and "B" Budget requests for new books and journals for each institution with the following exceptions:

That the A & T College B-Budget request be increased \$20,000 each year of the 1965-67 biennium.

That the "B" Budget of Charlotte College be reduced to \$150,000 each year of the biennium.

(The Board does not wish to minimize the importance of developing a strong library at Charlotte College, but believes that with the present staff and faculty it would be extremely difficult to select, acquire, process, and catalog more volumes than the reduced amount would buy.)

LIBRARIES—NEW BOOKS AND JOURNALS

	Budgeted		Requested by Institutions "A" and "B" Combined		Recommended by BHE "A" and "B" Combined	
	1963-64	1964-65	1965-66	1966-67	1965-66	1966-67
UNC at Chapel Hill						
—Academics	\$525,186	\$317,732	\$541,822	\$584,762	\$541,822	\$584,762
—Health Affairs	27,666	32,372	36,440	36,785	36,440	36,785
N. C. State of UNC at Raleigh	294,330	211,400	258,200	295,338	258,200	295,338
UNC at Greensboro	138,500	76,000	163,000	171,000	163,000	171,000
East Carolina	110,000	112,000	148,000	153,000	148,000	153,000
A & T	95,917	69,357	81,093	84,398	101,093	104,398
Western Carolina	74,922	37,541	87,541	95,800	87,541	95,800
Appalachian	67,000	43,000	55,000	65,000	55,000	65,000
Pembroke	36,000	12,000	15,000	15,000	15,000	15,000
Winston-Salem	12,000	12,000	12,000	12,000	12,000	12,000
Elizabeth City	9,870	9,870	24,500	24,740	24,500	24,740
Fayetteville	19,762	19,762	26,000	26,000	26,000	26,000
N. C. College	67,823	47,823	47,823	49,823	47,823	49,823
Asheville-Biltmore	25,000	45,000	75,000	75,000	75,000	75,000
Charlotte	33,352	60,000	287,000	304,000	183,500	189,500
Wilmington	8,700	19,300	33,600	46,136	33,600	46,136
Totals	1,546,028	1,125,157	1,892,019	2,038,782	1,808,519	1,944,282

Student-Faculty Ratio

The Board recognizes the rationale of using a student-teacher ratio in budget construction, and approves the freedom of each institutional head to use the number of teaching faculty provided by these formulae to best advantage—making use of large sections when feasible; curtailing a curriculum which attracts few students; providing a compact course schedule; and using other devices to help operate the program most efficiently and effectively. The Board also understands that these budget ratio figures have developed over a number of years; that in the main they try to reflect the type of institution, the levels of instruction provided, and the curricula offered; and that relief from too-restrictive formulae can be introduced via the "B" budget.

The Board is concerned, however, that the student-teacher ratio as used in budget construction cannot reflect the real student-instructor ratio on a particular campus. The nature of certain curricula, necessary as they may be in the broad framework, demands small classes; in such a case, the rest of the program must compensate for this limited but important curriculum. The Board's concern is that

not enough classroom teachers are being provided in some disciplines. It is unrealistic to expect any college—especially one whose students are already weak in basic skills—to teach freshman English effectively in classes numbering up to 35. Yet this is the situation, in more than one case.

"A" Budget Student-Teacher Ratios

	Budget Ratio 1964-65	Established Ratios* 1965-66	1966-67
UNC at Chapel Hill	13.7	13.6	13.7
N. C. State of UNC			
at Raleigh	13.8	13.7	13.7
UNC at Greensboro	15.5	15.0	15.0
Appalachian	17.6	17.6	17.6
A. & T.	15.8	15.7	15.8
East Carolina	17.2	17.1	17.1
Western Carolina	17.6	17.5	17.5
N. C. College at Durham	14.1	14.1	14.1
Elizabeth City	14.5	14.0	14.0
Fayetteville	16.6	15.8	15.8
Winston-Salem	14.5	14.5	14.5
Pembroke	15.0	15.0	15.0
Charlotte	18.0	18.0	18.0
Asheville-Biltmore	18.0	18.0	18.0
Wilmington	18.0	18.0	18.0

* Number of teachers per student made possible by the "A" Budget FTE (full-time equivalent) formula. These ratios will be in effect unless additional teachers are authorized through the "B" Budget.

Every institution is asking for relief from such constraint via "B" Budget requests for new personnel in Departmental Instruction and Research. One institution pinpoints a specific need for relief in graduate instruction; the "B" Budget personnel schedules reflect areas in which all institutions feel they need relief.

The Board recommends that **insofar as possible additional teaching positions as requested by each institution be authorized.**

Closed Circuit Television

Television is a communications medium of great power. Consequently, its use to enhance learning is spreading. Obviously, viewing the televised image and hearing the voice of a lecturer is not the same as seeing and hearing him in the flesh; each has advantages over the other. But the mere transmission of an image and voice in the traditional pose of teaching is only one way of using television. By providing close-up views, it can greatly multiply the value of demonstrations, and by combining animation with skillful photography, it can stimulate learning in a unique way. Television surely cannot replace the college professor in his classroom or laboratory; but just as surely it has already become a teaching aid of growing importance.

Although we have barely scratched the potential of educational television, its development in the Southern states has been robust. An estimated 75 colleges and universities in 15 member states of the Southern Regional Education Board use closed-circuit television for instruction.

The State Board of Higher Education *supports requests for personnel, equipment, and supplies, to help our colleges and the University take greater advantage of closed-circuit television as an instructional aid.*

Summer Sessions

The need for well educated and qualified personnel in all areas of human endeavor is great. Efforts to re-educate those with undeveloped or obsolete skills are increasingly

important. Even more important are efforts to accelerate the progress of regular students toward academic degrees. We can reduce the time required to attain degrees, and also, over the years, provide opportunities to a greater number of people, by more economical operation and more effective use of our capital assets; one step is to encourage the growth and expansion of sound summer programs.

The State Board of Higher Education recommends the broadening of financial support for summer sessions at the State colleges and units of the University, to include the cost attributable to instruction given on the graduate level, at the rate of \$6 per quarter hour delivered, or \$9 per semester hour delivered to in-state graduate students. *The Board further recommends that the institutions use these added funds to make their schedules of summer courses more comparable to schedules of courses offered during the regular academic year, so that more students can use more summer offerings in building plans for their individual college careers. The Board further recommends that student summer costs be revised, to be directly proportionate to costs during other parts of the academic year.*

Administrative Costs of Extension Programs

At the Legislative Work Conference of the Southern Regional Education Board in August, 1963, Governor Terry Sanford said that since by 1970 a great many more people will be engaged in continuing education, all adult education programs should complement each other and move together. He also said that the best way for a state to attract and hold industry is to provide appropriate education for adults ranging from the technician to the scientist and top executive. *Within Our Reach*, the 1961 report of the Commission on Goals for Higher Education in the South (of the Southern Regional Education Board), recommends that we use educational television, extension courses, correspondence courses, workshops and conferences to bring significant continuing education within range of every mature man and woman in our region.

We expect the state-supported colleges and university to assume much of the responsibility for providing higher education for our adult citizens. To do so, they need to be flexible and ready to respond to particular needs at particular places at particular times. Until now, however, these programs have been virtually self-supporting. If they are to be as flexible as they need to be, the State should relieve the colleges and these programs of the responsibility of paying their own administrative costs through tuition and fees; the programs should have a stable foundation of state-appropriated support. The North Carolina Council on Higher Education for Adults, as advisor to the Board of Higher Education, has recommended this as the first step to adequate support of extension education for adults.

The Board recommends that funds for the support of administrative costs of the extension programs at the State colleges and units of the university be appropriated.

Fort Bragg Branch of N. C. State

On December 17, 1963, representatives from the Department of Defense, Air Force, Army, Marine Corps, N. C. Board of Higher Education, University of North Carolina, East Carolina College, American Council on Education, Southern Regional Education Board, and the U. S. Office of Education met in Raleigh to discuss ways colleges and universities could meet the rapidly growing higher education needs of military personnel. Soon afterward, administrators of N. C. State of the University of North Carolina at Raleigh, and the Director of Higher Education resumed negotiations with civilian and military educational officers, and the Commanding General of the XVIII Airborne Division at Fort Bragg. In July 1964, upon the recommendation of Chancellor Caldwell and President Friday, the University Board of Trustees approved the establishment of a four-year, degree-granting branch of N. C. State at Fort Bragg. This culminated at least five years of effort to set up such a center at Fort Bragg.

Funds from the Departments of Defense and Army will cover a large part of the initial and operating costs. The Board of Higher Education recommends that Fort Bragg and N. C. State officials secure the maximum amount of Federal funds available for this center. The Board further recommends that the State appropriate amounts requested in N. C. State's "B" Budget to meet costs in excess of available Federal funds.

Student Services Personnel

Increasing complexities of academic and career planning, together with our institutions' increasing size, require that advisors be aware and able to help students solve problems before they become crises. To do so requires special training and skills. *The Board supports in principle the need for additional student services personnel.*

Supervisors and Critic Teachers

The State Board of Education's new teacher education program limits the number of student teachers that one college professor may supervise. To meet the approved program *Guidelines*, the colleges need corresponding support. The Board recommends appropriation of requests by each institution to provide the number of supervisors required by the approved program.

Critic teachers (classroom teachers who work with student teachers) should receive a special stipend for this extra responsibility. Some colleges provide a small stipend, some none; others honor such teachers with a ceremonial dinner, or by remitting tuition for courses the teacher may take at the host college. And in some cases the student teachers pay a special critic teacher fee. There is no consistency.

Consistency in remuneration of critic teachers is in order. *Therefore, in principle, the Board endorses support for this program, through the budget of the State Board of Education, to be administered by the administrative units of the public school system.*

Interview Travel Funds

Some of our institutions are able to bring faculty candidates to their campuses for interviews. Other institutions have not a dime to cover this very important step. It is equally important that the administrator see his potential staff member and that the candidate have an opportunity to examine the institution and talk with key people he will have to work with on the staff. To the Board of Higher Education it is unthinkable that our institutions should have to employ people without ever seeing them. This violates procedures universally used in business, industry, and elsewhere in higher education. It would, in fact, be worthwhile to have a State law that no person above the rank of instructor may be employed in any tax-supported college without an interview on campus. The Board of Higher Education, therefore, recommends that the "B" Budget requests for travel funds for these purposes be granted.

Faculty Travel

Most of our institutions have requested modest sums for faculty travel. All of us are aware of the constant need to maintain the highest quality in our faculties, and one of the ways for them to stay alert, vital, and up to date is to take part in meetings of professional societies. Our institutions should have sufficient funds in their budgets to pay for each faculty member's travel to at least one national or regional meeting each year. This procedure is followed in most institutions of higher education, public, and private, across the land. The Board of Higher Education, therefore, recommends that requests for faculty travel to attend meetings of professional societies be appropriated.

Faculty Research

There is perhaps no better way to start a young scientist or researcher toward fruitful productivity than to invest what is referred to in the business and academic worlds as "seed" money. Established scientists can usually get

support from the National Science Foundation, the National Institutes of Health, the Atomic Energy Commission, the Social Science Research Council, and other like organizations. It is not easy for a young man, or for most scholars in the humanities and social sciences, to get such funds. Hence, it is of the greatest importance to our progress that the State of North Carolina invest some money to launch young, untried scientists and other scholars in productive research. Therefore, the Board of Higher Education vigorously recommends that these modest sums requested for research be appropriated.

Computer Programs

During the last several months, an Advisory Computer Committee, appointed by the Board of some of the most knowledgeable people in computer science in North Carolina, has surveyed all our higher education institutions, both public and private, to learn the status of computer usage in research, instruction, and administration throughout the State. Their first report to the Board (being prepared for limited distribution) analyzes existing strengths in this field, and gives some indication of the expected rapid growth in needs for facilities and supporting curricula.

The report further points out that the budget requests, with one exception, provide for no major expansion of computer facilities during this biennium but rather for the strengthening of existing programs. The Board concurs in this analysis, and is prepared to authorize the committee to continue its study, to the end that two years hence it may propose a long-range development program incorporating the State's many needs in computer education and research. For this biennium, the Board recommends appropriation of funds necessary for the strengthening of computer programs presently existing in the State-supported institutions.

New Programs

Almost all the so-called "new" programs (new to the budget) deserve the State's support. At UNC-Chapel Hill, priority should go

[Continued on page 26]

TABLE A

SUMMARY OF APPROPRIATIONS REQUESTED

	1963-64 Actual Appropriation	1964-65 General Fund Appropriation	"A" Budgets 1965-66		
			Total Requirements	Receipts	Requested Appropriation
University of North Carolina:					
Consolidated Office	\$ 261,271	\$ 459,771	\$ 509,023	\$ 40,767	\$ 468,256
Long Range Planning	37,582	38,262	39,043		39,043
UNC at Chapel Hill—Academics	8,574,326	9,524,800	17,505,900	6,428,958	11,076,942
UNC at Chapel Hill—Health Affairs	3,802,289	3,991,760	5,844,868	1,712,881	4,131,987
N. C. State of UNC at Raleigh	7,552,511	8,689,231	15,722,801	6,459,139	9,263,662
UNC at Greensboro	2,668,722	2,911,463	4,887,657	1,658,090	3,229,567
Total (University)	\$22,896,701	\$25,615,287	\$44,509,292	\$16,299,835	\$28,209,457
Percentage Increase over 1964-65					10.1%
Senior Colleges:					
East Carolina	3,298,578	3,855,468	8,290,985	3,917,800	4,373,185
A. and T.	1,826,300	2,066,186	5,275,978	3,053,810	2,222,168
Western Carolina	1,303,255	1,475,516	3,450,791	1,887,498	1,563,293
Appalachian	1,725,595	1,960,280	4,380,970	2,139,705	2,241,265
Pembroke	451,127	473,414	1,111,535	389,100	722,435
Winston-Salem	687,991	769,802	1,517,275	669,369	847,906
Elizabeth City	641,923	673,867	1,422,599	662,115	760,484
Fayetteville	563,540	612,850	1,504,105	779,879	724,226
N. C. College at Durham	1,739,796	1,899,179	3,978,254	1,996,283	1,981,971
Asheville-Biltmore	224,741	365,683	872,363	233,100	639,263
Charlotte	717,955	983,285	1,564,304	405,075	1,159,229
Wilmington	266,719	383,913	899,324	313,158	586,166
Total (Senior Colleges)	\$13,447,520	\$15,519,443	\$34,268,483	\$16,446,892	\$17,821,591
Percentage Increase over 1964-65					14.8%
Related Services:					
N. C. State—Fort Bragg Extension					
N. C. State—In Behalf of Gaston College					
N. C. Memorial Hospital	2,355,103	2,434,827	5,838,587	3,282,389	2,556,198
Psychiatric Center	694,605	716,251	1,138,479	397,095	741,384
Agricultural Experiment Station	2,769,002	3,026,992	5,742,194	2,678,202	3,063,992
Cooperative Agriculture Extension Service	2,717,380	3,438,845	6,807,982	3,360,137	3,447,845
Industrial Extension Service	75,393	112,343	112,932		112,932
Total (Related Services)	\$ 8,611,483	\$ 9,729,258	\$19,640,174	\$ 9,717,823	\$ 9,922,351
Percentage Increase over 1964-65					2.0%
GRAND TOTAL	\$44,955,704	\$50,863,988	\$98,417,949	\$42,464,550	\$55,953,399
Percentage Increase over 1964-65					10.0%

IN "A" AND "B" BUDGETS BY INSTITUTIONS FOR THE BIENNIUM 1965-67

"A" Budgets			"B" Budgets		"A" and "B" Budgets	
1966-67			1965-66	1966-67	1965-66	1966-67
Total Requirements	Receipts	Requested Appropriation	Requested Appropriation	Requested Appropriation	Requested Appropriation	Requested Appropriation
\$ 516,491	\$ 40,767	\$ 475,724	\$ 203,712	\$ 270,952	\$ 671,968	\$ 746,676
39,455		39,455	16,286	16,694	55,329	56,149
18,446,237	6,691,045	11,755,192	2,317,997	3,052,009	13,394,939	14,807,201
5,982,041	1,726,064	4,255,977	1,079,678	1,309,551	5,211,665	5,565,528
16,478,173	6,644,577	9,833,596	2,646,737	3,206,226	11,910,399	13,039,822
5,188,444	1,784,546	3,403,898	909,793	1,184,178	4,139,360	4,588,076
\$46,650,841	\$16,886,999	\$29,763,842	\$ 7,174,203	\$ 9,039,610	\$35,383,660	\$38,803,452
		16.2%				
8,551,194	4,022,370	4,528,824	\$ 1,362,917	\$ 1,862,220	\$ 5,736,102	\$ 6,391,044
5,402,407	3,096,967	2,305,440	335,062	418,369	2,557,230	2,723,809
4,322,200	2,500,818	1,821,382	519,463	756,962	2,082,756	2,578,344
4,676,848	2,292,339	2,384,509	303,070	474,020	2,544,335	2,858,529
1,114,819	389,100	725,719	175,210	175,210	897,645	900,929
1,528,622	669,369	859,253	460,698	523,341	1,308,604	1,382,594
1,443,257	669,985	773,272	176,755	226,284	937,239	999,556
1,506,542	779,879	726,663	268,583	259,865	992,809	986,528
4,069,871	2,014,323	2,055,548	761,652	1,008,175	2,743,623	3,063,723
912,013	264,100	647,913	104,486	163,668	743,749	811,581
1,811,928	469,275	1,342,653	846,723	1,033,652	2,005,952	2,376,305
1,026,110	371,193	654,917	266,936	291,944	853,102	946,861
\$36,365,811	\$17,539,718	\$18,826,093	\$ 5,581,555	\$ 7,193,710	\$23,403,146	\$26,019,803
		21.3%				
			\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
			85,700	118,400	85,700	118,400
5,952,110	3,312,389	2,639,721	530,373	546,499	3,086,571	3,186,220
1,152,372	397,095	755,277	95,592	109,887	836,976	865,164
5,779,194	2,678,202	3,100,992	685,009	816,855	3,749,001	3,917,847
6,816,982	3,360,137	3,456,845	520,447	804,833	3,968,292	4,261,678
113,412		113,412	7,309	11,835	120,241	125,247
\$19,814,070	\$ 9,747,823	\$10,066,247	\$ 1,974,430	\$ 2,458,309	\$11,896,781	\$12,524,556
		3.5%				
\$102,830,722	\$44,174,540	\$58,656,182	\$14,730,188	\$18,691,629	\$70,683,587	\$77,347,811
		15.3%				

to continue the fifth-year Master of Arts in Teaching program financed by the Ford Foundation for the past five years. Also sorely needed, to help staff our rapidly expanding network of comprehensive two-year colleges, is the Community College Teacher Education program at Chapel Hill.

At N. C. State, among other worthy "new" programs, priority should go to the modest requests for 1) a Dean of Extension, 2) an Archivist, and 3) an office for Institutional Analysis and Planning.

The Board believes, however, that the requests for a four-year Nursing School and a School of Social Work at UNC-Greensboro should be deferred.

"C" BUDGETS

The Board's approval of "C" Budget projects (Capital Improvements Requests) and the recommendations which follow are judgments based on its findings to these questions: a) Is this request within the recognized purpose and function of the institution as it relates to the system of higher education under the purview of the Board? b) Does this request bear on immediate and urgent needs related to recognizable enrollment demands in the near future?

Before listing specific recommendations, the Board would like to present certain over-all views on the extent of capital improvements which should be considered at this time, and

NORTH CAROLINA COLLEGE ENROLLMENT TRENDS, 1965-1975¹

<u>Year (Fall)</u>	<u>Total</u>	<u>Public</u>	<u>Private</u>	<u>Per Cent Public</u>
PROJECTION				
1975	205,000	132,600	72,400	64.7
1974	196,300	125,500	70,800	63.9
1973	188,300	119,000	69,300	63.2
1972	179,600	112,200	67,400	62.5
1971	169,500	104,500	65,000	61.7
1970	160,000	97,300	62,700	60.8
1969	151,100	90,700	60,400	60.0
1968	143,000	84,600	58,400	59.2
1967	133,100	77,400	55,700	58.2
1966	121,200	69,300	51,900	57.2
1965	107,800	60,900	46,900	56.5
ACTUAL ENROLLMENT				
1964	92,993	52,101	40,892	56.0
1963	86,085	47,567	38,518	55.3
1962	80,804	43,419	37,385	53.7
1961	75,201	40,056	35,145	53.3
1960	67,573	35,895	31,678	53.1

¹ Projections of Fall Enrollment in North Carolina Colleges and Universities, by C. Horace Hamilton, Raleigh, N. C. State of the University of North Carolina (Revised November 1964).

certain aspects of the situation in higher education which should be widely understood. These viewpoints are independent of the cost or availability of funds and relate to facilities and housing classified as "academic."

The Enrollment Picture

Over the past several years, college enrollment projections have been widely circulated to forecast the trends. It is now clear that all these projections have been low—that is, even the experts tended to minimize the impact of the number of people wanting a college education. This error resulted from inadequate recognition of three trends: 1) an increasing growth rate in the percentage of people seeking education beyond the high school; 2) an increasing percentage who stay in college longer; and 3) the need for more and more training.

The college population head-count in the N. C. state-supported senior colleges for Fall 1964 is 52,101. This is a 9.5% increase over Fall 1963. Already, dormitories are more crowded than ever before. But the biggest enrollment rise begins in Fall 1965 and will continue, as far into the future as we can see.

In the Board's opinion, the State cannot overbuild facilities on our present campuses. (This assumes that all North Carolina boys and girls deserve to get the best education for which they can qualify.)

Self-Liquidation

In its 1963 biennial report, the Board recommended "that new dormitories henceforth be fully self-liquidated *with the clear understanding that the State would provide support for a greater portion of the educational program in order that tuition and fees may be kept at the lowest possible level and that the income to the institution not be diminished.*" There is a serious risk that the 100% self-liquidation policy as now used will deter attendance at college by many qualified students with limited finances. The Board recommends a reversal of the present policy of self-liquidation unless an accompanying policy can be established to assure that

other costs to students can be kept to a minimum so that total student costs will remain low. (See Recommendation 4, page 28.)

Space Utilization

The Board wishes to comment specifically about the validity of the institutions' requests in the light of their present usage of facilities. The Governor's Commission on *Education Beyond the High School* reported in 1962 that N. C. institutions had a classroom and laboratory usage factor higher than the national average. There is every indication that all our institutions continue to utilize facilities extensively with classes morning, afternoon, and night. Summer use is increasing with year-round full operation a reality at several schools. Experimentation in class size and extended scheduling of classes in afternoon and evening is common practice; and intelligent planning shows in the varied use of old facilities after new buildings open. The Board has been impressed with 1) the institutions' ingenuity and enterprise in stretching present facilities; 2) their administrative officers' serious care in assigning priorities to capital improvement requests; and 3) their equally searching care in breaking down requests into the categories, *most urgently needed and urgently needed.*

Laboratories

Equipment for the sciences is expensive. But study of the sciences is more intensive than ever before. In all our colleges strong majors and minors in the sciences support emphasis on the liberal arts; poorly equipped laboratories in any institution are detrimental to all aspects of higher education.

Faculty Office Space

The role of the individual faculty member in counseling and guidance is of the first importance. Since educational patterns are as complex as any other facet of modern life, each student needs individual access to faculty. A proper meeting place, with privacy, is necessary for the professor and student to analyze problems together. Recognition of this as a real academic need is essential to sound design of "classroom" space.

Recreation and Physical Development

Invariably the issue of inter-collegiate athletics clouds the educational value of recreation and physical development facilities. Without becoming entangled in the pros and cons of any argument, the Board wishes to emphasize its conviction that physical fitness programs should be partners with programs for the development of the mind. Proper conditioning of the body, the stimulation of competition whether winning or losing, and the encouragement of dedication to improvement are inherent in programs carried out in gymnasias and on playing fields, as well as in classrooms. For an educational institution, courts, fields, pools, tracks, and gymnasias are as appropriate and important as classrooms, libraries, and laboratories.

Music, Art, Drama

The past several years' emphasis on the development of adequate science programs was necessary to meet the demands of our age. The liberal arts have also had renewed emphasis, even in science-oriented curricula, but the fine arts have not received their due. Music, art, drama, and related studies must continue to play a large part in true education. The Board takes specific notice of several enterprising and imaginative programs, and endorses continued support of art, music, and drama where the institutions display recognition of what constitutes a valid fine arts program, and understanding of its educational role.

Federal Aid

The Higher Educational Facilities Act of 1963 (PL 88-204) authorized grants-in-aid for the construction of certain undergraduate *academic facilities* (as defined by the Act) in public and private colleges and universities. One-third

of the construction and equipment costs of such facilities *could* be provided by the Federal Government, but only for projects qualifying and recommended by the State Commission. It is impossible to know which projects will be approved; for each grant, however, the recipient institution must be ready to supply the remaining two-thirds of the project's cost.

RECOMMENDATIONS

1. That authorizations of and appropriations for capital improvements be made in the order of priority as set up by each institution. (Listed on pages 30-37.)
2. That all requests designated most urgently needed be authorized and necessary appropriations be allocated. (Listed on pages 30-37.)
3. That a reserve fund of \$8,000,000 be set up for the biennium 1965-67 to provide matching funds for Federal grants under P.L. 88-204 for qualifying institutional projects.
4. That no more than 50% self-liquidation be recommended for any institution for dormitories and health and physical education facilities; that 25% self-liquidation be recommended for dormitories and health and physical education facilities at those institutions indicating their inability to meet the 50% principle; that any institution unable to build needed facilities of any category because of inability of students to pay be exempt from any self-liquidation.
5. That the technical division building on Gaston College campus be authorized.

ALL "C" REQUESTS

Requested Appropriation:	\$120,733,304
Self-Liquidation Funds:	19,204,750
Other Sources:	11,611,774

\$151,549,828 . . . Total Cost of Requests

Summary of "C" Budget Requests Designated MOST URGENTLY NEEDED By Each Institution and RECOMMENDED by the Board of Higher Education

	<u>Cost</u>	<u>Appropriation</u>	<u>Other Sources</u>	<u>Self-Liquidating</u>
UNC—Consolidated Offices	\$ 2,030,000	\$ 2,030,000		
UNC at Chapel Hill—Academic Affairs	16,823,000	12,497,837	\$ 1,325,163	\$ 3,000,000
—Auxiliary Services	1,915,000			1,915,000
—Health Affairs	13,255,068	7,321,257	5,933,811	
N. C. State of UNC at Raleigh	19,108,600	14,645,800	2,662,800	1,800,000
—In Behalf of Gaston College	971,000	971,000		
UNC at Greensboro	8,274,000	7,599,000		675,000
East Carolina	7,410,000	7,410,000		
A. and T.	2,634,000	2,634,000		
Western Carolina	7,056,000	5,656,000	200,000	1,200,000
Appalachian	6,748,160	4,358,160	1,490,000	900,000
Pembroke	2,358,500	2,208,500		150,000
Winston-Salem	2,660,000	2,660,000		
Elizabeth City	2,625,000	2,240,000		385,000
Fayetteville	1,346,000	1,346,000		
N. C. College at Durham	3,628,000	3,328,000		300,000
Asheville-Biltmore	1,168,000	548,000		620,000
Charlotte	6,680,000	6,680,000		
Wilmington	2,937,000	2,937,000		
	\$109,627,328	\$87,070,554	\$11,611,774	\$10,945,000
Less Federal Funds Under PL 88-204		4,000,000		
Total Appropriations Required		83,070,554		

Complete Tabulation of ALL Capital Improvement Requests: a) in priority order as prepared

UNIVERSITY OF NORTH CAROLINA CONSOLIDATED OFFICE	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
MOST URGENTLY NEEDED				
1. Purchase of Real Estate	100,000	100,000		
2. Statewide Educational Television—Phase II	1,930,000	1,930,000		
Total	2,030,000	2,030,000		
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL —ACADEMIC AFFAIRS				
MOST URGENTLY NEEDED				
1. Law School Building	1,880,000	1,880,000		
2. English Dept. Building	950,000	950,000		
3. Wilson Library Addition	1,740,000	740,000	1,000,000	
4. Institute of Fisheries Research	530,000	380,000	150,000	
5. Renovate New East	140,000	140,000		
6. Renovate Venable	165,000	165,000		
7. Addition to Sewage Treatment Plant	350,000	350,000		
8. Campus Site Improvement	340,000	340,000		
9. Addition Ackland Art Center	1,350,000	1,350,000		
10. Dramatic Art Building	1,345,000	1,169,837	175,163	
11. Addition to Institute of Government	860,000	860,000		
12. Land Acquisition	175,000	175,000		
13. Air Conditioning—Murphey, Manning Brigham, Sanders	675,000	675,000		
14. Residence Halls—2000 Students	6,000,000	3,000,000		3,000,000
15. Recreation Facilities	270,000	270,000		
16. Quail Roost Alterations	53,000	53,000		
Total	16,823,000	12,497,837	1,325,163	3,000,000
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL —AUXILIARY SERVICES (Self-Supporting)				1,915,000
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL —HEALTH AFFAIRS				
MOST URGENTLY NEEDED				
1. MacNeider Hall Rewiring	250,000	250,000		
2. Basic Education Fac.	7,630,068	3,971,554	3,658,514	
3. Addition School of Dentistry	3,840,000	2,293,951	1,546,049	
4. School of Nursing Building	1,535,000	805,752	729,248	
Total	13,255,068	7,321,257	5,933,811	

by each instituton, and b) in categories of MOST URGENTLY and URGENTLY NEEDED

N. C. STATE OF UNC AT RALEIGH	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
MOST URGENTLY NEEDED				
1. Forestry Schaal Development	1,300,000	1,215,000	85,000	
2. Continuing Education Center	3,225,600	1,612,800	1,612,800	
3. Greenhouses—Kent Road (Ag. Exp. Station)	450,000	450,000		
4. Addition to D. H. Hill Library	1,210,000	1,210,000		
5. Student Center	3,000,000	1,200,000		1,800,000
6. Building Repairs and Renovations				
(1) Repairs and Renovations	426,500	426,500		
(2) Addition to Elec. Dist. System	500,000	500,000		
(3) Generator	900,000	900,000		
(4) Steam Distribution System	100,000	100,000		
(5) Hot Water Storage Generator	10,000	10,000		
(6) Street Repairs	180,000	180,000		
(7) Grounds Improvements	220,000	220,000		
(8) Revamping Tele. System, Phase I	60,000	60,000		
(9) Completion Basement Alumni Building	30,000	30,000		
(10) Pedestrian Underpass—Western Blvd.	80,000	80,000		
(11) Pedestrian Underpass—Railroad	350,000	350,000		
(12) Completion Landscaping	189,000	189,000		
(13) Landscape—Planning Only	54,500	54,500		
7. Renovation Withers Hall	250,000	250,000		
8. Nuclear Science, Engr. Research Cen.	1,930,000	965,000	965,000	
9. Classroom Complex for Engr. Sciences	703,000	703,000		
10. Laboratory Equip. Mann Hall	200,000	200,000		
11. Equipment—Broughton Hall	320,000	320,000		
12. State Appropriation to Match Federal Grant	400,000	400,000		
13. Alterations & Addition Harrelson Hall	800,000	800,000		
14. Addition Physical Sciences Building	2,150,000	2,150,000		
15. Equipment Textile Research	70,000	70,000		
URGENTLY NEEDED				
16. Renovation Animal Disease Lab. (Ag. Exp. Station)	60,000	60,000		
17. Central Air Conditioning Plant	3,700,000	3,700,000		
18. Agricultural Research Facility— Raleigh (Ag. Exp. Station)	860,000	860,000		
19. Central Crop Research Station Fac.	26,000	26,000		
20. Sandhills Research Station Fac.	21,000	21,000		
21. Horticultural Crop Research Station Facilities	24,000	24,000		
22. Upper Piedmont Tobacco Research Fac.	22,000	22,000		
23. Animal Research Complex	1,135,000	1,135,000		
24. Physical Plant Building	1,300,000	1,300,000		

[Continued on next page]

ALL "C" REQUESTS (Continued)

N. C. STATE (Continued)	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
25. Forestry Comps & Lab. Renovation	55,000	55,000		
26. Closed Circuit TV Instruc. Fac.	50,000	50,000		
27. Laborotory Garden—Brooks Hall	25,000	25,000		
28. Renovation Polk Hall	260,000	260,000		
29. Remodel Scatt Hall	7,000	7,000		
30. Intramural Field Area	5,000	5,000		
31. Housing (808 Students)	2,424,000	1,212,000		1,212,000
32. Food Service Facility	860,000	860,000		
33. General Academic Building	1,510,000	1,510,000		
34. Renovation Ricks Hall	150,000	150,000		
35. Renovation Leazor Cofeterio	530,000	530,000		
36. Advance Planning Funds	60,000	60,000		
37. School of Education Building	1,000,000	1,000,000		
38. Morried Student Apts. 135 Units	1,970,000			1,970,000
Supplementary Request: Lond Acquisition (Priority not assigned)	1,850,000	1,850,000		
Total	37,012,600	29,367,800	2,662,800	4,982,000

N. C. STATE IN BEHALF OF GASTON COLLEGE

MOST URGENTLY NEEDED

1. Repairs	15,000	15,000		
2. Technicol Division Building	956,000	956,000		
Total	971,000	971,000		

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

MOST URGENTLY NEEDED

1. Life Sciences Building	1,650,000	1,650,000		
2. Addition to Library	2,534,000	2,534,000		
3. General Clossroom Building	470,000	470,000		
4. Addition to Student Union	790,000	790,000		
5. Dormitory for Women (450 spoces)	1,350,000	675,000		675,000
6. Renovation, Replocement & Expension of Utilities	1,480,000	1,480,000		

URGENTLY NEEDED

7. Heating Plont Improvements	275,000	275,000		
8. Development Basement of Aycock (Dromo)	45,000	45,000		
9. Campus Streets, Service Drives ond Parking	35,000	35,000		
10. Purchase of Lond	500,000	500,000		
11. Move Television Tower	15,000	15,000		
12. Air Conditioning Forney Bldg.	40,000	40,000		
13. Air Canditioning Two Floors Mclver Bldg.	40,000	40,000		
14. Air Canditioning Infirmary	43,000	43,000		
15. Air Conditioning Elliott Hall	250,000	250,000		
16. Renavations to Aycock Auditorium	250,000	250,000		
17. Student Aportments—36 Units	510,000			510,000
18. Demolition ond Removing Old Bldgs.	25,000	25,000		
Total	10,302,000	9,117,000		1,185,000

EAST CAROLINA	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
MOST URGENTLY NEEDED				
1. Classroom Building for Biology & Phys.	2,070,000	2,070,000		
1A. Auxiliary Heating Plant	800,000	800,000		
1B. Alterations to Whichard Music Building	160,000	160,000		
2. Classroom Bldg. for Home Economics and Nursing	850,000	850,000		
3. Art Classroom Building	1,605,000	1,605,000		
4. Auditorium—Theatre	965,000	965,000		
5. General Classroom Building	960,000	960,000		
URGENTLY NEEDED				
6. Laundry Building	310,000	310,000		
7. Closed Circuit TV Equipment	80,000	80,000		
8. Dormitory for 400 Women	1,200,000	600,000		600,000
9. Dormitory for 500 Men	1,500,000	750,000		750,000
10. General Classroom Building	900,000	900,000		
11. Dormitory for 400 Women	1,200,000	600,000		600,000
12. Equipment for School of Music	100,000	100,000		
Total	12,700,000	10,750,000		1,950,000

A. and T.

MOST URGENTLY NEEDED				
1. Replacement Steam Distribution Lines	25,500	25,500		
2. Air Conditioning Frazier Hall	12,000	12,000		
3. Communications and Special Services Bldg.	990,000	990,000		
4. Closed Circuit TV Facilities	125,000	125,000		
5. Renovation Nabel Hall	140,000	140,000		
6. Instructional Equipment	66,000	66,000		
7. Physical Educ. and Health Building	1,160,000	1,160,000		
8. Greenhouse Horticulture Facility	115,500	115,500		
URGENTLY NEEDED				
9. Recconditioning Price Hall	45,000	45,000		
10. Plant Service Building	243,000	243,000		
11. Storage & Work Room to Bailer Plant	28,000	28,000		
12. Dormitory for Men	1,200,000	600,000		600,000
13. Modifications & Addition Hines Hall	240,000	240,000		
14. Renovations to Maare Gymnasium	500,000	500,000		
15. Storage for Chemicals	11,000	11,000		
Total	4,901,000	4,301,000		600,000

[Continued on next page]

ALL "C" REQUESTS (Continued)

WESTERN CAROLINA	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
MOST URGENTLY NEEDED				
1. Extend Power Services	50,000	50,000		
2. Addition to Administration Building	198,000	198,000		
3. Renovations to Hoey Auditorium	50,000	50,000		
4. Pipe Organs	55,000	55,000		
5. Addition to Physical Educ. Bldg.	860,000	860,000		
6. Business Building	840,000	840,000		
7. Home Econ. Fine Arts & Music Bldg.	1,736,000	1,736,000		
8. Education and Psychology Building	540,000	340,000	200,000	
9. Two Dormitories (800 beds total)	2,400,000	1,200,000		1,200,000
10. Warehouse	40,000	40,000		
11. Renovations to Stillwell	237,000	237,000		
12. Walks, Drives, Landscaping	50,000	50,000		
Total	7,056,000	5,656,000	200,000	1,200,000

APPALACHIAN

MOST URGENTLY NEEDED				
1. New Classroom Bldg. (to replace old adm. bldg.)	1,245,000	1,245,000		
2. Convert H.S. Bldg. to Classroom use	255,000	255,000		
3. Extension Sewage Disposal System	300,000	300,000		
4. New Library	1,800,000	310,000	1,490,000	
5. Expansion of Steam Service	180,000	180,000		
6. Steam Generating Equipment	135,000	135,000		
7. Addition to Fine Arts Building	190,000	190,000		
8. Addition to Industrial Arts Bldg.	423,000	423,000		
9. Expansion of Water System	40,000	40,000		
10. Roads, Walks, Paving, Landscaping	200,000	200,000		
11. Acoustical Treatment Fine Arts Bldg.	25,160	25,160		
12. Convert Wotougo Hospital to Women's Residence	115,000	115,000		
13. Convert Wotaugo Nurses' Residence to College Clinic	40,000	40,000		
14. Residence Hall for 300 Women	900,000	450,000		450,000
15. Residence Hall for 300 Men	900,000	450,000		450,000
URGENTLY NEEDED				
16. Modernize Faculty Houses	41,000	41,000		
17. Underground Electric System	63,000	63,000		
18. Residence Hall for 300 Women	900,000	450,000		450,000
19. Residence Hall for 300 Men	900,000	450,000		450,000
20. New Classroom Building	1,245,000	1,245,000		
21. Ten Tennis Courts	65,000	65,000		
22. Land Purchase	275,000	275,000		
Total	10,237,160	6,947,160	1,490,000	1,800,000

PEMBROKE	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
MOST URGENTLY NEEDED				
1. Science Building	765,000	765,000		
2. Library Classroom Building	625,000	625,000		
3. Addition to Cafeteria	66,000	66,000		
4. Addition to Arts Building	14,000	14,000		
5. Renovation Old Main	40,000	40,000		
6. Dormitories (100 Men and 100 Women)	600,000	450,000		150,000
7. Infirmary	137,000	137,000		
8. Parking and Roads	18,000	18,000		
9. Storage Facility	10,000	10,000		
10. Addition to President's Residence	4,500	4,500		
11. Staff Residence	14,000	14,000		
12. Air Condition Classrooms	40,000	40,000		
13. Land Purchase	25,000	25,000		
Total	2,358,500	2,208,500		150,000
WINSTON-SALEM				
MOST URGENTLY NEEDED				
1. Classroom Building	650,000	650,000		
2. Library Equipment	75,000	75,000		
3. Renovation Eller Hall	140,000	140,000		
4. Renovate Administration Bldg.	225,000	225,000		
5. Renovation Heating Plant	95,000	95,000		
6. Purchase of Land	550,000	550,000		
7. Men's Physical Education Bldg.	860,000	860,000		
8. Major Repairs to Buildings	35,000	35,000		
9. Purchase Columbia Heights School	30,000	30,000		
URGENTLY NEEDED				
10. Maintenance Building	100,000	100,000		
11. Roads, Walks, Parking	100,000	100,000		
12. Student Union	470,000	470,000		
13. Landscaping	20,000	20,000		
14. Track, Recreation Facilities	65,000	65,000		
15. Laundry	172,000	172,000		
16. Dormitory for Men	375,000	282,250		92,750
Total	3,962,000	3,869,250		92,750
ELIZABETH CITY				
MOST URGENTLY NEEDED				
1. Cafeteria Building	600,000	600,000		
2. Physical Education Bldg. for Men	490,000	490,000		
3. Dormitories (124 Women—176 Men)	900,000	675,000		225,000
4. Fine Arts Building	200,000	200,000		
5. Housing for Single Faculty Members	160,000			160,000
6. Renovation Moore Hall Auditorium	50,000	50,000		
7. Storage Bldg., Roads, Parking, Underground wiring for Lights	225,000	225,000		
Total	2,625,000	2,240,000		385,000

[Continued on next page]

ALL "C" REQUESTS (Continued)

FAYETTEVILLE

MOST URGENTLY NEEDED

	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
1. Terrazza Floor in Dining Hall	45,000	45,000		
2. Science Building	431,000	431,000		
3. Administration Building	400,000	400,000		
4. Renovation of Library	110,000	110,000		
5. Purchase of Land	200,000	200,000		
6. Roads, Walks, and Parking	105,000	105,000		
7. Major Repairs to Building	55,000	55,000		

URGENTLY NEEDED

8. Track and Athletic Field Improvements	20,000	20,000		
9. Air Conditioning for Buildings	225,000	225,000		
10. Central Heating Plant	1,000,000	1,000,000		
Total	2,591,000	2,591,000		

N. C. COLLEGE AT DURHAM

MOST URGENTLY NEEDED

1. Purchase of Land	200,000	200,000		
2. Dormitory 400 Women	1,200,000	900,000		300,000
3. Heating Plant Repairs	250,000	250,000		
4. Addition to Maintenance Shop	34,000	34,000		
5. Communications Building	965,000	965,000		
6. Addition to Science Building	260,000	260,000		
7. Reinforcing Roads	10,000	10,000		
8. Repairs to Gymnasium	40,000	40,000		
9. Air Conditioning: Old Cafeteria	45,000	45,000		
Commerce	125,000	125,000		
Education	100,000	100,000		
Classroom	60,000	60,000		
Biology	100,000	100,000		
Auditorium	30,000	30,000		
10. President's Residence	67,000	67,000		
11. Renovation Fine Arts Building	110,000	110,000		
12. Reinforcing Tennis Courts & Tracks	32,000	32,000		

URGENTLY NEEDED

13. Dormitory Renovations	85,000	85,000		
14. Fine Arts Building	1,000,000	1,000,000		
15. Health Science Building	575,000	575,000		
16. Athletics Field	540,000	540,000		
17. Dormitory 200 Men	600,000	450,000		150,000
18. Dormitory 400 Women	1,200,000	900,000		300,000
19. Campus Planning	25,000	25,000		
20. Addition Home Economics Building	70,000	70,000		
21. Clock System	18,000	18,000		

Total	7,741,000	6,991,000		750,000
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ASHEVILLE-BILTMORE	Estimated Cost	State Appropriations Requested	Other Sources	Self Liquidation
MOST URGENTLY NEEDED				
1. Dormitories for 250 students	750,000	375,000		375,000
2. Streets, Parking Areas	38,000	38,000		
3. Street Lighting	22,000	22,000		
4. Conversion Classrooms to Biology	18,000	18,000		
5. Purchase of Lond	40,000	40,000		
6. President's Home	55,000	55,000		
7. Faculty Housing	245,000			245,000
Total	1,168,000	548,000		620,000
CHARLOTTE				
MOST URGENTLY NEEDED				
1. Expansian of Utilities	185,000	185,000		
2. Additionol Library Equipment	35,000	35,000		
3. Convert Adm. Building Space to Classroom	62,000	62,000		
4. Convert Kennedy Bldg. Spoce to Science Lob	140,000	140,000		
5. Roods, Wolk, ond Parking	200,000	200,000		
6. Campus Lighting	45,000	45,000		
7. Heolth and Phys. Educ. Facility	2,300,000	2,300,000		
8. Maintenance Shap ond Warehouse	205,000	205,000		
9. Addition to Classroom Building	365,000	365,000		
10. Classroom Building	850,000	850,000		
11. Fine Arts Building ond Auditorium	2,000,000	2,000,000		
12. Kitchen Renovotions	293,000	293,000		
URGENTLY NEEDED				
13. Expansion of Utilities	430,000	430,000		
14. Roods, Wolk, and Parking Areas	145,000	145,000		
15. Outdaar Physical Education Facilities	260,000	260,000		
16. Purchase of Lond	150,000	150,000		
17. Convert Kennedy Building Spoce to Science Lobs	140,500	140,500		
18. Centrol Air Conditioning Plant Equip.	1,140,000	1,140,000		
Total	8,945,500	8,945,500		
WILMINGTON				
MOST URGENTLY NEEDED				
1. Librory Building	1,552,000	1,552,000		
2. Education Building	435,000	435,000		
3. Chemistry-Physics Building	885,000	885,000		
4. Additionol Equipment for 4 Biology Labs	45,000	45,000		
5. Compus Plonning	20,000	20,000		
URGENTLY NEEDED				
6. Cofeteria	625,000	625,000		
7. Roods ond Parking Area	110,000	110,000		
8. Goroge ond Shop	23,000	23,000		
9. Greenhouse	31,000	31,000		
10. President's Residence	80,000	80,000		
11. Darmitory for Men	575,000	287,500		287,500
12. Dormitory for Women	575,000	287,500		287,500
Total	4,956,000	4,381,000		575,000

TABLE I

1964 FALL TERM ENROLLMENT

	Resident-Credit Enrollment		Extension-Credit Enrollment	
	Number of Persons		Full-Time Equivalent	Number of Persons
	Fall 1963	Fall 1964	Fall 1964	Fall 1964
PUBLIC COLLEGES				
UNC—Chapel Hill	11,297	12,155	11,261	1,664
N. C. State of UNC—Raleigh	8,207	8,878	8,168	2,222
UNC—Greensboro	3,737	4,249	3,938	52
University Total	23,241	25,282	23,367	3,938
A & T	3,005	3,227	3,100	—
Appalachian	3,186	3,428	3,309	329
Asheville-Biltmore	545	470	440	—
Charlotte	1,414	1,512	1,203	32
Elizabeth City	885	998	972	41
East Carolina	5,930	6,599	6,355	1,287
Fayetteville	1,013	1,145	1,132	—
N. C. College at Durham	2,609	2,651	2,530	—
Pembroke	934	1,058	1,050	—
Western Carolina	2,289	2,431	2,306	214
Winston-Salem	1,160	1,115	1,069	—
Wilmington	927	968	871	—
Senior College Total	23,897	25,602	24,337	1,903
Central Piedmont	220	239	94	—
College of The Albemarle	209	282	208	—
Gaston	—	696	581	—
Community College Total	429	1,217	883	—
PUBLIC COLLEGE TOTAL	47,567	52,101	48,587	5,841
Percentage Increase over 1963	—	9.5%	10.9%	—
PRIVATE COLLEGES				
Atlantic Christian	1,325	1,289	1,183	125
Barber-Scotia	315	315	315	—
Belmont Abbey	619	667	620	—
Bennett	589	591	589	—
Campbell	1,836	2,002	1,985	—
Catawba	854	868	845	—
Davidson	1,000	1,006	1,004	—
Duke	6,421	6,695	6,477	—
Elan	1,248	1,320	1,176	—
Greensboro	589	533	526	—
Guilford	1,632	1,661	1,378	—
High Point	1,404	1,558	1,325	—
Johnson C. Smith	976	1,048	1,034	—
Lenoir-Rhyne	1,142	1,212	1,203	—
Livingstone	726	704	704	—
Mars Hill	1,288	1,324	1,320	—
Meredith	857	870	853	—
Methadist	470	614	604	—
N. C. Wesleyan	450	565	554	—
Pfeiffer	829	843	831	—
Queen's	928	925	775	—
St. Andrews	898	909	886	18
St. Augustine's	766	733	723	—
Salem	498	500	474	—

IN NORTH CAROLINA COLLEGES

	Resident-Credit Enrollment			Extension-Credit
	Number of Persons		Full-Time Equivalent	Enrollment
	Fall 1963	Fall 1964	Fall 1964	Number of Persons Fall 1964
PRIVATE COLLEGES (cont.)				
Shaw	650	721	695	—
Wake Forest	2,958	2,920	2,845	—
PRIVATE SR. TOTAL	31,268	32,393	30,924	143
Brevard	409	431	422	—
Chowan	902	1,155	1,141	—
Gardner-Webb	720	909	851	—
Kittrell	—	180	180	—
Lees-McRae	425	510	507	—
Louisburg	632	663	657	—
Mitchell	519	557	503	—
Montreat-Anderson	253	339	336	—
Mount Olive	201	260	255	—
Oak Ridge	66	52	52	—
Peace	329	373	336	—
Pineland	87	167	167	—
Sacred Heart	208	196	193	—
St. Mary's	283	279	279	—
Warren Wilson	286	257	257	—
Wingate	1,124	1,320	1,312	—
Private Jr. College Total	6,444	7,648	7,448	—
John Wesley	28	41	38	—
Piedmont Bible	158	188	185	—
Southern Pilgrim	45	67	63	17
Southeastern Baptist Seminary	575	555	530	—
Seminary and Bible School Total	806	851	816	17
PRIVATE COLLEGE TOTAL	38,518	40,892	39,188	160
Percentage Increase over 1963		6.2%	6.6%	
TOTAL ALL COLLEGES	86,085	92,993	87,775	6,001
Percentage Increase over 1963		8.0%	8.9%	
Percentage of Total:				
Public Colleges	55.3%	56.0%		
Private Colleges	44.7%	44.0%		

Formula for determining full-time equivalent students:

Undergraduate		Graduate	
12 cr. hrs. or more	1.00	9 cr. hrs. or more	1.00
9-11 cr. hrs.	.75	6-8 cr. hrs.	.75
6-8 cr. hrs.	.50	3-5 cr. hrs.	.50
Less than 6 cr. hrs.	.25	Less than 3 cr. hrs.	.25

TABLE II

COLLEGE ENROLLMENTS IN THE 1964 FALL TERM

	Total Enrollments	Undergraduates	
		In-State	Out-of-State
University of North Carolina at Chapel Hill	12,155	6,449	2,102
N. C. State of UNC at Raleigh	8,878	6,413	1,168
University of North Carolina at Greensboro	4,249	3,045	609
Agricultural and Technical College	3,227	2,401	639
Appalachian State Teachers College	3,428	2,771	288
Asheville-Biltmore College	470	462	8
Charlotte College	1,512	1,503	9
East Carolina College	6,599	4,926	1,258
Elizabeth City State College	998	876	122
Fayetteville State College	1,145	1,043	102
North Carolina College at Durham	2,651	2,092	265
Pembroke State College	1,058	925	133
Western Carolina College	2,431	2,117	187
Wilmington College	968	910	58
Winston-Salem State College	1,115	974	141
Central Piedmont College	239	238	1
College of The Albemarle	282	276	6
Gaston Community College	696	693	3
Total Public Colleges	52,101	38,114	7,099
Total Private Colleges	40,892	23,049	14,066
Total All N. C. Colleges	92,993	61,163	21,165

CLASSIFIED AS NORTH CAROLINA RESIDENTS AND OUT-OF-STATE RESIDENTS

Graduates		Professional		Total	Total	Per Cent
In-State	Out-of-State	In-State	Out-of-State	N. C. Residents	Out-of-State	Out-of-State
1,271	1,040	939	354	8,659	3,496	28.8%
661	636	—	—	7,074	1,804	20.3%
551	44	—	—	3,596	653	14.4%
172	15	—	—	2,573	654	20.3%
296	73	—	—	3,067	361	10.5%
—	—	—	—	462	8	1.7%
—	—	—	—	1,503	9	0.6%
381	34	—	—	5,307	1,292	19.6%
—	—	—	—	876	122	12.2%
—	—	—	—	1,043	102	8.9%
247	10	34	3	2,373	278	10.5%
—	—	—	—	925	133	12.6%
91	36	—	—	2,208	223	9.2%
—	—	—	—	910	58	6.0%
—	—	—	—	974	141	12.3%
—	—	—	—	238	1	0.4%
—	—	—	—	276	6	2.2%
—	—	—	—	693	3	0.4%
3,670	1,888	973	357	42,757	9,344	17.9%
374	982	874	1,547	24,297	16,595	40.6%
4,044	2,870	1,847	1,904	67,054	25,939	27.9%

TABLE III

SUMMARY OF 1964 FALL ENROLLMENTS

	Commuters from Home	Privately Housed In Community	Fraternities and Sororities	Married Student Housing	Other College Owned Housing
University of North Carolina at Chapel Hill	1,250	3,369	876	730	—
N. C. State at UNC at Raleigh	609	3,273	584	300	—
University of North Carolina at Greensboro	1,000	28	—	—	22
East Carolina College	1,577	900	317	9	—
Agricultural and Technical College	218	830	—	—	—
Western Carolina College	515	392	—	—	6
Appalachian State Teachers College	163	1,151	—	—	—
Pembroke State College	746	50	—	—	—
Winston-Salem State College	495	—	—	—	—
Elizabeth City State College	115	48	—	—	11
Fayetteville State College	142	255	—	—	—
North Carolina College at Durham	590	834	—	—	—
Asheville-Biltmore College	470	—	—	—	—
Charlotte College	1,512	—	—	—	—
Wilmington College	968	—	—	—	—
Total Senior Colleges	10,370	11,130	1,777	1,039	39
Central Piedmont Community College	239	—	—	—	—
College of The Albemarle	282	—	—	—	—
Gaston Community College	696	—	—	—	—
Total Community Colleges	1,217	—	—	—	—
TOTAL ALL PUBLIC COLLEGES	11,587	11,130	1,777	1,039	39

IN PUBLIC COLLEGES, BY TYPE OF HOUSING

Normal Capacity	Dormitories		Total Enrollment	Percentage of Enrollment Housed in Dormitories
	Actually Housed	% of Normal Capacity		
5,322	5,930	111.4	12,155	48.8
3,876	4,112	106.1	8,878	46.3
3,016	3,199	106.1	4,249	75.3
3,773	3,796	100.6	6,599	57.5
2,075	2,179	105.0	3,227	67.5
1,376	1,518	110.3	2,431	62.4
1,676	2,114	126.1	3,428	61.7
198	262	132.3	1,058	24.8
473	620	131.1	1,115	55.6
518	824	159.1	998	82.6
512	748	146.1	1,145	65.3
1,096	1,227	112.0	2,651	46.3
0	0	0	470	0
0	0	0	1,512	0
0	0	0	968	0
23,911	26,529	110.9	50,884	52.1
0	0	0	239	—
0	0	0	282	—
0	0	0	696	—
0	0	0	1,217	0
23,911	26,529	110.9	52,101	50.9

TABLE IV

EARNED DEGREES CONFERRED

B: Bachelor's and First Professional

		1964	1963	1962	1961	1960
University of North Carolina at Chapel Hill	B:	1,763	1,653	1,660	1,476	1,552
	M:	669	574	375	382	354
	D:	138	117	115	94	83
N. C. State of UNC at Raleigh	B:	1,055	949	1,020	1,068	1,026
	M:	225	190	151	138	134
	D:	54	54	40	48	41
University of North Carolina at Greensboro	B:	537	410	376	337	408
	M:	86	87	64	76	78
	D:	2	1	—	—	—
East Carolina College	B:	910	819	726	746	745
	M:	227	243	262	237	217
Agricultural and Technical College	B:	259	268	237	259	275
	M:	105	105	121	116	153
Western Carolina College	B:	356	320	278	236	207
	M:	102	77	76	65	69
Appalachian State Teachers College	B:	560	544	442	420	424
	M:	248	207	201	189	161
Pembroke State College	B:	163	112	95	76	55
Winston-Salem State College	B:	229	174	168	151	143
Elizabeth City State College	B:	126	109	68	57	70
Fayetteville State College	B:	134	131	109	100	100
N. C. College at Durham	B:	339	351	285	256	256
	M:	119	108	92	95	114
	D:	1	—	—	—	1
Totals		8,407	7,603	6,961	6,622	6,666

BY NORTH CAROLINA PUBLIC INSTITUTIONS:

M: Master's and Second Professional

D: Doctor (Ph.D., Ed.D.)

1959	1958	1957	1956	1955	1954	1953	1952	1951	1950
1,472	1,365	1,261	1,188	1,035	1,148	1,116	1,284	1,435	1,507
441	445	375	377	368	330	321	436	439	330
81	73	94	98	87	102	82	70	71	58
1,030	872	757	585	538	603	668	738	921	1,252
115	104	112	114	103	99	116	103	55	65
36	24	34	24	24	25	17	11	7	14
445	341	403	362	408	423	442	406	469	284
89	94	80	83	94	105	89	86	46	20
—	—	—	—	—	—	—	—	—	—
745	631	507	459	364	397	368	313	351	312
158	120	100	103	78	112	112	102	96	53
282	279	271	264	271	270	324	328	332	353
117	121	108	128	126	65	54	29	15	11
227	248	213	158	128	161	115	141	116	160
55	77	73	57	66	62	93	21	—	—
419	405	322	278	260	220	270	253	243	206
151	148	173	149	128	153	149	117	81	11
57	38	35	18	22	25	36	27	17	24
150	190	183	130	127	149	127	137	86	94
71	77	79	94	100	111	94	110	111	123
120	129	113	129	132	138	111	118	110	153
244	247	233	235	226	233	220	196	210	150
104	110	105	105	115	98	66	54	44	49
1	—	1	—	1	—	—	—	—	—
6,610	6,138	5,632	5,138	4,801	5,029	4,990	5,080	5,255	5,229

TABLE V

ACADEMIC RANK AND HIGHEST EARNED DEGREE

	Number With Ph.D. Degree				Number With Other Doctoral Degree			
	Professor	Associate Professor	Assistant Professor	Instructor	Professor	Associate Professor	Assistant Professor	Instructor
University of North Carolina at Chapel Hill	180	79	104	8	21	7	2	3
N. C. State of UNC at Raleigh	181	95	92	3	12	3	6	—
University of North Carolina at Greensboro	32	30	34	11	4	1	1	—
East Carolina College	57	43	15	2	20	17	2	—
Agricultural and Technical College	31	1	—	—	11	4	—	—
Western Carolina College	19	6	3	—	11	5	2	—
Appalachian State Teachers College	19	12	6	2	12	—	4	—
Pembroke State College	5	5	—	—	10	1	—	—
Winston-Salem State College	12	—	—	—	8	—	—	—
Elizabeth City State College	7	4	—	3	5	1	—	—
Fayetteville State College	12	—	—	—	3	—	—	—
N. C. College of Durham	35	4	3	2	9	6	2	—
Asheville-Biltmore College	10	3	3	—	—	—	—	—
Charlotte College	11	7	10	3	1	1	3	—
Wilmington College	4	5	1	—	2	—	2	—
Totals	615	294	271	34	129	46	24	3
Per cent	 39.6%				 6.6%			

HELD BY TEACHING FACULTY AS OF OCTOBER 1, 1964

Number With Master's Degree (or Second Professional Degree)				Number With Bachelor's Degree (or First Professional Degree)				Total				
Professor	Associate Professor	Assistant Professor	Instructor	Professor	Associate Professor	Assistant Professor	Instructor	Professor	Associate Professor	Assistant Professor	Instructor	All Ranks
16	17	18	51	15	8	16	5	232	111	140	67	550
29	45	69	96	11	3	12	38	233	146	179	137	695
9	21	21	76	2	1	2	9	47	53	58	96	254
17	43	89	61	1	2	3	2	95	105	109	65	374
9	35	47	38	—	3	5	19	51	43	52	57	203
5	11	46	30	—	—	2	4	35	22	53	34	144
11	27	40	23	—	—	—	4	42	39	50	29	160
1	14	14	2	—	—	—	1	16	20	14	3	53
8	8	24	13	1	—	2	8	29	8	26	21	84
3	5	20	16	—	—	—	5	15	10	20	24	69
2	6	21	15	—	—	—	3	17	6	21	18	62
2	4	53	81	—	—	—	4	46	14	58	87	205
—	5	4	7	—	—	—	—	10	8	7	7	32
2	6	12	34	—	—	—	5	14	14	25	42	95
2	1	22	27	—	—	—	17	8	6	25	44	83
116	248	500	570	30	17	42	124	890	605	837	731	3063
..... 46.8%				 7.0%								

TABLE VI

NINE-MONTHS TUITION, FEES AND CHARGES IN NORTH

	Tuition		Registration	General
	N. C. Resident	Non-Resident	Fee	Fees
Undergraduate Students:				
University of North Carolina at Chapel Hill	\$ 175.00 ¹	600.00	16.50	—
N. C. State of UNC at Raleigh	175.00	600.00	70.00	24.00
University of North Carolina at Greensboro	175.00	600.00	30.00	51.00
East Carolina College	150.00	402.00	24.00	3.00
Agricultural and Technical College	201.00	453.00	15.00	60.00
Western Carolina College	150.00	402.00	30.00	75.00
Appalachian State Teachers College	150.00	405.00	30.00	57.75
Pembroke State College	100.00	300.00	16.00	—
Winston-Salem State College	100.00	300.00	15.00	47.00
Elizabeth City State College	141.00	195.00	18.00	—
Fayetteville State College	100.00	300.00	18.00	82.00
N. C. College at Durham	150.00	500.00	20.00	—
Asheville-Biltmore College	280.00	420.00	10.00	26.00
Charlotte College	180.00	360.00	20.00	20.00
Wilmington College	210.00	390.00	15.00	—
Graduate Students:				
University of North Carolina at Chapel Hill				
—Graduate School	175.00	600.00	70.00	20.00
—Dentistry and Medicine	632.10	1307.10	included with tuition	
—Public Health	529.11	854.10	" "	" "
N. C. State of UNC at Raleigh	175.00	600.00	70.00	20.00
University of North Carolina at Greensboro	175.00	600.00	30.00	51.00
East Carolina College	150.00	402.00	30.00	3.00
Agricultural and Technical College	201.00	453.00	15.00	60.00
Western Carolina College	270.00	402.00	30.00	54.00
Appalachian State Teachers College	165.00	420.00	45.00	57.75
N. C. College at Durham	150.00	500.00	20.00	—

* Estimated

¹ Tuition for School of Pharmacy is \$250 for N. C. Residents² Dormitory rent for women is \$240 and board in Spencer Dining Hall for girls is \$400

CAROLINA PUBLIC COLLEGES FOR 1964-65 REGULAR SESSIONS

Medical Fee	Library Fee	Activity Fee	Dormitory Room Rent	Board	Laundry	Minimum Cost	
						N. C. Resident	Non-Resident
18.00	4.50	70.50	193.60 ²	500.00*	40.00	1018.10	1443.10
15.00	—	53.00	200.00	450.00*	120.00*	1107.00	1532.00
20.00	—	58.00	240.00	325.00	40.00	939.00	1364.00
12.00	—	72.00	159.00	420.00*	15.00	861.00	1113.00
18.00	—	15.00	150.00	270.00	27.00	756.00	1008.00
12.00	—	63.00	162.00	330.00	24.00	840.00	1092.00
9.00	—	47.25	156.00	225.00	36.00	711.00	966.00
22.00	5.00	30.00	120.00	300.00	20.00	613.00	813.00
—	10.00	—	138.00	315.00	27.00	652.00	852.00
27.00	7.00	23.00	117.00	270.00	45.00	648.00	702.00
13.00	—	11.00	135.00	270.00	20.00	649.00	849.00
17.50	10.00	49.00	175.00	275.00	15.00	711.50	1061.50
—	—	23.00	—	—	—	339.00	479.00
—	—	20.00	—	—	—	240.00	420.00
—	—	48.00	—	—	—	273.00	453.00
15.00	—	—	193.60	500.00*	40.00	1013.60	1438.60
Fees included with tuition			193.60	500.00*	40.00	1365.70	2040.70
"	"	"	193.60	500.00*	40.00	1262.71	1587.70
15.00	—	—	200.00	450.00*	120.00*	1050.00	1475.50
20.00	—	30.00	240.00	325.00	40.00	911.00	1336.00
12.00	—	72.00	159.00	420.00*	15.00	861.00	1113.00
18.00	—	15.00	150.00	270.00	27.00	756.00	1008.00
12.00	—	63.00	162.00	330.00	24.00	945.00	1077.00
9.00	9.00	44.25	156.00	225.00	36.00	747.00	1002.00
17.50	10.00	49.00	175.00	275.00	15.00	711.50	1061.50

TABLE VII

STUDENT FINANCIAL AID

	Scholarships		Teaching Fellowships	
	No.	Amount	No.	Amount
University of North Carolina at Chapel Hill	1885	\$2,059,357	910	\$1,437,319
N. C. State of UNC at Raleigh	904	467,963	703	1,909,572
University of North Carolina at Greensboro	512	106,515	54	76,900
East Carolina College	851	164,005	52	52,600
Agricultural and Technical College	393	86,702	5	4,500
Western Carolina College	284	64,354	164	19,891
Appalachian State Teachers College	501	99,986	74	70,900
Pembroke State College	248	14,668	—	—
Winston-Salem State College	147	18,000	—	—
Elizabeth City State College	129	11,956	9	3,240
Fayetteville State College	146	16,881	—	—
N. C. College at Durham	351	49,730	25	12,100
Asheville-Biltmore College	52	8,425	—	—
Charlotte College	161	29,987	—	—
Wilmington College	92	15,244	—	—
Totals	6656	\$3,213,773	1996	\$3,587,022

AT PUBLIC INSTITUTIONS FOR YEAR ENDING JUNE 30, 1964

Student Jobs On Campus		Student Loans Granted				Total Loans Outstanding		Total Assets of Loan Fund June 30, 1964
No.	Amount	N.D.E.A.		Other		No.	Amount	
No.	Amount	No.	Amount	No.	Amount	No.	Amount	
795	\$ 387,115	1072	\$ 348,375	998	\$ 297,796	7167	\$2,140,980	\$2,841,534
1500	375,000	642	256,949	141	64,900	2320	1,263,999	1,333,246
707	143,804	236	68,999	91	22,875	1091	335,694	335,694
600	177,800	449	146,915	32	9,600	1247	604,231	680,068
287	70,726	555	132,583	182	8,357	648	136,415	470,279
352	46,031	196	54,800	—	—	442	240,370	260,949
152	52,000	334	122,411	38	8,171	1158	534,176	545,945
55	15,757	74	8,250	3	165	75	8,350	76,051
210	46,960	236	65,691	—	—	498	141,187	172,095
256	46,893	395	62,056	—	—	395	62,055	14,475
225	43,329	404	81,583	21	2,402	725	225,307	233,402
183	69,757	715	233,635	816	36,116	898	748,332	759,195
53	5,698	13	2,730	—	—	13	2,730	7,370
123	25,746	18	6,910	52	1,797	62	19,198	22,559
56	9,710	36	10,230	—	—	88	32,235	32,235
5554	\$1,516,326	5375	\$1,602,117	2374	\$ 452,179	16,827	\$6,495,259	\$7,785,097

TABLE VIII

SUMMARY OF UNDERGRADUATE STUDENT WITHDRAWALS FROM

(Withdrew during a term, or did not return the

	UNC at Chapel Hill	N. C. State of UNC	UNC at Greensboro	A and T	Appalachian	Asheville- Biltmore	Charlotte	East Carolina
Enrollment: Fall 1963								
Entering Freshmen	2051	1151	987	895	750	222	422	1505
Other Undergraduates	5712	5196	2083	1891	2072	323	992	4057
Total Undergraduates	7763	6347	3070	2786	2822	545	1414	5562
Total Withdrawals for all terms of School Year 1963-64								
Entering Freshmen	351	271	181	319	88	145	272	654
Other Undergraduates	767	913	162	194	237	116	160	906
Total Undergraduate Withdrawals	1118	1184	343	513	325	261	432	1560
Reasons for Withdrawals (Other than Graduation)								
Students Completing Special Courses	—	—	—	—	—	—	—	3
Academic Failure	463	786	77	33	—	108	282	447
Low Grades	100	154	—	197	175	2	1	287
College Work Too Difficult	2	—	50	—	—	10	4	1
Transferred	146	—	118	12	8	3	—	121
Illness or Accident (self or family)	56	68	43	40	47	16	34	96
Financial (self or family)	45	32	7	59	11	27	12	6
Dismissed for non-Academic Reasons	34	4	2	20	5	—	2	11
Marriage	13	—	37	—	4	—	—	—
Morital Problems	1	—	—	13	—	—	1	—
Military Service	8	—	—	7	1	3	—	3
Lack of Interest	32	—	—	—	—	—	—	—
Employment	70	—	—	—	—	—	—	35
Personal Reasons	97	—	—	40	11	4	—	1
Deceased	3	—	—	—	—	—	—	—
Dissatisfied	—	—	—	—	15	—	—	—
Reasons not Known	48	140	9	92	48	88	96	549
Total Undergraduate Withdrawals	1118	1184	343	513	325	261	432	1560

TAX-SUPPORTED SENIOR COLLEGES DURING 1963-64 REGULAR SESSIONS

following term, for reasons other than graduation)

Elizabeth City	Fayetteville	N. C. College at Durham	Pembrake	Western Carolina	Winstan- Salem	Wilmington	Total
277	362	706	316	737	291	327	10,999
608	651	1589	618	1443	869	600	28,704
885	1013	2295	934	2180	1160	927	39,703
82	169	42	67	278	70	434	3,423
46	172	222	50	484	266	161	4,856
128	341	264	117	762	336	595	8,279
—	—	—	—	17	44	59	123
79	113	188	31	251	181	46	3,085
—	—	3	3	59	—	103	1,084
—	4	—	2	—	—	90	163
4	7	2	3	103	5	71	603
12	19	17	6	49	9	32	544
11	20	31	10	40	6	15	332
5	8	—	2	20	7	2	122
—	3	—	—	21	—	17	95
5	2	—	—	—	11	—	33
—	4	3	2	8	—	11	50
—	—	—	5	—	—	—	37
—	—	—	5	96	—	62	268
—	12	—	—	32	1	—	198
—	—	—	—	—	—	2	5
—	—	—	—	14	2	—	31
12	149	20	48	52	70	85	1,506
128	341	264	117	762	336	595	8,279

TABLE IX

CAPITAL IMPROVEMENT APPROPRIATIONS (GENERAL FUND AND LEGISLATIVE

	1921-1947	1947-49	1949-51	1951-53	1953-55
University of North Carolina (TV)	\$ —	\$ —	\$ —	\$ —	\$ —
UNC at Chapel Hill (inc. Health Affairs)	6,284,445	7,844,800	12,184,000	—	1,401,000
N. C. State (inc. Agriculture Experiment Station)	4,041,600	6,726,533	9,141,545	50,000	2,214,500
UNC at Greensboro	4,109,250	3,177,600	3,994,500	—	580,000
East Carolina	2,566,700	2,118,100	1,515,419	221,000	1,988,360
A. and T.	975,350	2,038,845	5,689,596	—	2,261,000
Western Carolina	1,166,394	1,334,200	2,050,000	—	945,000
Appalachian	768,175	1,915,200	1,576,400	170,000	881,748
Pembrace	212,495	387,000	258,000	—	10,000
Winston-Salem	638,305	615,000	904,000	—	915,000
Elizabeth City	515,350	638,800	672,925	—	508,500
Fayetteville	537,240	391,274	598,448	—	435,400
N. C. College at Durham	560,725	2,065,000	2,147,809	—	1,800,000
Asheville-Biltmore	—	—	—	—	—
Charlotte	—	—	—	—	—
Wilmington	—	—	—	—	—
Community Colleges*	—	—	—	—	—
Land Purchases at Institutions	—	—	—	—	—
Total	22,376,029	29,252,352	40,732,642	441,000	13,940,508

* As Community Colleges, Asheville-Biltmore, Charlotte, and Wilmington shared in the lump sum Community College Appropriation in 1957-59 and 1959-61.

BONDS) 1921-1965 AND INSTITUTIONAL REQUESTS FOR 1965-67 BIENNIUM

<u>1955-57</u>	<u>1957-59</u>	<u>1959-61</u>	<u>1961-63</u>	<u>1963-65</u>	<u>Requested 1965-67</u>
\$ —	\$ —	\$ —	\$ —	\$ 1,250,000	\$ 1,930,000
—	3,598,875	5,880,800	1,725,000	9,118,000	19,644,094
—	5,931,660	6,203,400	451,000	7,875,000	28,488,800
—	1,338,000	722,500	29,000	3,618,000	8,617,000
—	1,581,250	1,735,200	145,500	4,901,000	10,750,000
—	639,500	1,104,400	117,000	2,322,000	4,301,000
—	795,000	1,553,800	63,000	3,173,168	5,656,000
—	1,409,000	1,778,400	34,500	5,229,050	6,672,160
—	100,000	296,000	88,500	953,750	2,183,500
—	183,000	335,500	195,000	1,182,000	3,319,250
—	63,000	310,500	94,000	1,165,250	2,240,000
—	200,000	154,000	226,000	1,429,500	2,391,000
—	65,200	167,000	148,000	1,783,500	6,791,000
—	—	—	—	1,406,000	508,000
—	—	—	—	3,300,000	8,795,500
—	—	—	—	625,000	4,381,000
—	1,500,000	1,500,000	—	—	—
—	720,000	500,000	—	2,125,000	4,065,000
- 0 -	18,124,485	22,241,500	3,316,500**	51,456,218	120,733,304

** In addition \$29,762,000 was approved by the Legislature as part of the November 7, 1961 bond referendum which was defeated.

**SUMMARY OF FUNDS BORROWED (OR AUTHORIZED TO BE BORROWED) BY INSTITUTIONS FOR THE CONSTRUCTION
OF FACILITIES TO BE SELF LIQUIDATED FROM STUDENT RENTS OR FEES (1955 THROUGH DECEMBER 1964)**

UNC at Chapel Hill	Dormitories: Avery	256 Men	
	Parker	190 Men	
	Teague	200 Men	
	Addition to Spencer	75 Women	\$ 2,000,000
	Dormitories: Croige	713 Men	
	Ehringhaus	710 Men	
	Addition to Nurses	91 Women	2,875,000
	Morried Student Apartments	208	2,000,000
	Morried Student Apartments	84	1,000,000
	Morrison Dormitory	925 Men	2,544,000
	Student Union (Authorized; in planning)		2,000,000
			\$12,419,000
N. C. State	Brogow Dormitory	816 Men	\$ 2,000,000
	Lee Dormitory	840 Men	2,000,000
	Morried Student Apartments	300	2,200,000
	Fraternity Housing (under const.)	480 Men	1,800,000
	Gymnasium (1/2 of cost)		1,400,000
	Dormitory (Authorized; in planning)	800 Men	2,200,000
	Dormitory (Authorized; in planning)	300 Women	825,000
	Dormitory (Authorized; in planning)	800 Men	2,200,000
			\$14,625,000
UNC at Greensboro	Moore-Strong Dormitory	352 Women	\$ 950,000
	Reynolds-Grogan Dormitory	672 Women	1,800,000
	Renovation Student Union		75,000
	Swimming Pool (Authorized; in planning)		80,000
			\$ 2,905,000
East Carolino	Jones Dormitory	520 Men	\$ 1,425,000
	Aycock -Dormitory	520 Men	1,250,000
	Scott Dormitory (1/2 of cost)	500 Men	625,000
	Fletcher Dormitory	400 Women	1,100,000
	Dormitory (Authorized; in planning)	500 Men	1,000,000
	Dormitory (Authorized; in planning)	400 Women	963,000
	Student Union Addition (Authorized; in planning)		650,000
			\$ 7,013,000
Western Carolino	Buchanon Dormitory	200 Men	\$ 475,000
	Albright-Benton Dormitories (1/2 of cost)	400 Women	570,000
	Dormitory (Authorized; in planning)	400 Men	1,100,000
	Dormitory (Authorized; in planning)	400 Women	1,100,000
	Student Center		1,000,000
			\$ 4,245,000
Appolochion	Addition to East Hall	180 Women	\$ 525,000
	Dormitory (1/2 of cost)	300 Women	375,000
	Dormitory (Authorized; in planning)	500 Men	2,000,000

Appalachian (Continued)	Dormitory (Authorized; in planning; 1/2 of cost)	500 Women	1,190,000
	Student Center (Authorized; in planning)		1,025,000
			\$ 5,115,000
A & T	Gibbs Hall	200 Women	\$ 500,000
	Dormitory (Authorized; in planning; 3/4 cost)	200 Women	312,000
	Student Union		1,040,000
			\$ 1,852,000
Winston-Salem	Dormitory (1/2 of cost)	120 Women	\$ 150,000
	Dormitory (Authorized; in planning; 3/4 cost)	250 Men	516,000
			\$ 666,000
N. C. College at Durham	Dormitory	200 Women	\$ 463,000
	Dormitory (Authorized; in planning)	300 Men	825,000
	Dormitory (Authorized; in planning)	400 Women	1,100,000
	Student Center (1/2 of cost)		360,000
			\$ 2,748,000
Fayetteville	Dormitory (Authorized; in planning; 3/4 cost)	200 Women	\$ 412,500
	Dormitory (Authorized; in planning; 3/4 cost)	250 Men	515,500
	Physical Education Building		
	(Authorized; in planning; 1/2 of cost)		235,000
	Student Center (Authorized; in planning)		460,000
			\$ 1,623,000
Elizabeth City	Dormitory (Authorized; in planning; 3/4 cost)	300 Men	\$ 619,000
	Physical Education Facility		
	(Authorized; in planning; 1/2 of cost)		121,000
	Student Union (Authorized; in planning)		383,000
			\$ 1,123,000
Pembroke	Dormitory (Authorized; in planning; 1/4 of cost)	100 Men	\$ 68,750
	Dormitory (Authorized; in planning; 1/4 of cost)	200 Women	137,500
			\$ 206,250
Charlotte	Addition, Student Services (Authorized; in planning)		\$ 512,000
			\$ 512,000
GRAND TOTAL			\$55,052,250*

* Included in the total of \$55,052,250 are loans whose principal balances have been reduced by an amount of \$2,001,110. This reduction of principal does not reduce the annual payments which amortize this indebtedness.

APPENDICES

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APPENDIX B

CHIEF ADMINISTRATIVE OFFICERS OF NORTH CAROLINA

TAX-SUPPORTED INSTITUTIONS

Senior Colleges

CONSOLIDATED UNIVERSITY OF NORTH
CAROLINA (1931)*

Consolidated Offices, Chapel Hill
President William C. Friday

University of North Carolina, Chapel Hill (1789)
Chancellor Paul F. Sharp

North Carolina State of the University of North
Carolina, Raleigh (1887)
Chancellor John T. Caldwell

University of North Carolina, Greensboro (1891)
Acting Chancellor James S. Ferguson

* * * * *

Agricultural and Technical College, Greensboro
(1891)
President L. C. Dowdy

Appalachian State Teachers College, Boone (1899)
President William H. Plemmons

Asheville-Biltmore College, Asheville (1927)
President William E. Highsmith

Charlotte College, P. O. Box 20428, Charlotte 2
(1946)
President Bonnie E. Cone

East Carolina College, Greenville (1907)
President Leo W. Jenkins

Elizabeth City State College, Elizabeth City
(1891)
President Walter N. Ridley

Fayetteville State College, Fayetteville (1877)
President Rudolph Jones

North Carolina College at Durham, Durham (1910)
President Samuel P. Massie

Pembroke State College, Pembroke (1887)
President English Jones

Western Carolina College, Cullowhee (1889)
President Paul A. Reid

Wilmington College, Wilmington (1946)
President William M. Randall

Winston-Salem State College, Winston-Salem
(1892)
President Kenneth R. Williams

Community Colleges

**Burke County Community College, Morganton
President Herbert Stallworth

Central Piedmont Community College (1949)
President Richard H. Hagemeyer
1141 Elizabeth Avenue, Charlotte

College of The Albemarle, Elizabeth City (1961)
President Robert I. Hislop

Gaston College, Dallas (1964)
President C. Robert Benson
P.O. Box 1397, Gastonia

**Rockingham Community College, Wentworth
President Gerald B. James

*Sandhills Community College, Southern Pines
President Raymond A. Stone

**Southeastern Community College, Whiteville
President Warren Land

**Surry County Community College, Dobson
President I. John Krepick

PRIVATE INSTITUTIONS

Senior Colleges

Atlantic Christian College, Wilson (1902)
President Arthur D. Wenger

Barber-Scotia College, Concord (1867)
President Lionel H. Newsom

Belmont Abbey College, Belmont (1876)
Acting President Cuthbert E. Allen

Bennett College, Greensboro (1873)
President Willa Player

Campbell College, Buie's Creek (1887)
President Leslie H. Campbell

Catawba College, Salisbury (1887)
President Donald C. Dearborn

Davidson College, Davidson (1837)
President David Grier Martin

Duke University, Durham (1838)
President Douglas M. Knight

Elon College, Elon College (1889)
President J. Earl Danieleley

Greensboro College, Greensboro (1838)
President J. Ralph Jolly

COLLEGES AND UNIVERSITIES, DECEMBER 31, 1964

Guilford College, Guilford (1837)
President Clyde A. Milner

High Point College, High Point (1924)
President Wendell M. Patton

Johnson C. Smith University, Charlotte (1867)
President R. P. Perry

Lenoir-Rhyne College, Hickory (1891)
President Voight R. Cromer

Livingstone College, Salisbury (1879)
President S. E. Duncan

Mars Hill College, Mars Hill (1856)
President Hoyt Blackwell

Meredith College, Raleigh (1891)
President Carlyle Campbell

Methodist College, Fayetteville (1960)
President Stacy Weaver

North Carolina Wesleyan College, Rocky Mount (1961)
President Thomas A. Collins

Pfeiffer College, Misenheimer (1885)
President J. Lem Stokes, II

Queen's College, 1900 Selwyne Avenue, Charlotte 7 (1857)
President Edwin R. Walker

St. Andrews Presbyterian College, Laurinburg (1961)
President Ansley Cunningham Moore

St. Augustine's College, Raleigh (1867)
President James A. Boyer

Salem College, Winston-Salem (1772)
President Dale H. Gramley

Shaw University, Raleigh (1865)
President James E. Cheek

Wake Forest College, Winston-Salem (1834)
President Harold W. Tribble

Two-Year Colleges

Brevard College, Brevard (1934)
President E. K. McLarty, Jr.

Chowan College, Murfreesboro (1848)
President Bruce E. Whitaker

Gardner-Webb Junior College, Boiling Springs (1905)
President E. Eugene Poston

Kittrell College, Kittrell (1886)
President Philip R. Cousin

Lees-McRae College, Banner Elk (1927)
President Max C. Chapman

Louisburg College, Louisburg (1787)
President Cecil Robbins

Mitchell College, Statesville (1853)
President John Montgomery

Montreat-Anderson College, Montreat (1916)
President C. Grier Davis

Mount Olive Junior College, Mount Olive (1951)
President W. Burkette Raper

Oak Ridge Military Institute, Oak Ridge (1852)
Colonel T. O. Wright, Superintendent

Peace College, Raleigh (1857)
President William C. Pressly

Pineland Junior College and
Edwards Military Institute, Salemburg (1875)
President Willard J. Blanchard

Sacred Heart Jr. College and Academy, Belmont (1935)
Sister M. Stephen, Directress

St. Mary's Junior College, Raleigh (1842)
President Richard G. Stone

Warren Wilson College, Swannanoa (1894)
President Arthur M. Bannerman

Wingate College, Inc., Wingate (1896)
President Budd E. Smith

Theological Seminary

Southeastern Baptist Theological Seminary,
Wake Forest (1951)
President Olin T. Binkley

Bible Schools

John Wesley Bible School & College, Greensboro (1932)
President Ralph H. Dodson

Piedmont Bible Schools, Inc., Winston-Salem (1945)
President Charles H. Stevens

Southern Pilgrim College, Kernersville (1946)
President G. E. Miller

* Year in parenthesis after the name is the date of founding as reported by each institution.
+ Will begin operation September 1965
++ Will begin operation in 1966

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NORTH CAROLINA BOARD OF HIGHER EDUCATION

1307 Glenwood Avenue (Room 162)

P. O. Box 10887

Raleigh 27605

WHO are the members?

"The Board shall consist of nine citizens of North Carolina, one . . . a member of the State Board of Education, but none shall be officers or employees of the State nor . . . of such institutions."

The nine lay members serve eight-year overlapping terms, and regularly consider problems of educational programs and policy, finance and personnel. Occasionally, the Board deals with special problems through ad hoc committees, or as a committee of the whole.

Throughout its nine-year lifetime, the Board has been fortunate in having dedicated, hard-working and able members; for professional help they rely on a staff of five.

WHY this report?

By statutory mandate, the Board has certain specific duties; among these, it must: officially visit all tax-supported collegiate institutions at least once in each biennium; appraise budgets and make recommendations thereon to the Governor, the Advisory Budget Commission, and the General Assembly.

This report, along with background information on developments in the State's system of higher education during 1963-65, presents summarized budget requests from the 15 public senior colleges, and recommendations from the Board.

Events of this biennium show clearly that the rate and dimension of changes affecting education are exceeding all earlier expectations: the serious imbalance between current enrollments and accommodations is only one illustration of this fact. Since the pace of change is still accelerating, sound planning demands that from now on North Carolina must look further than two years ahead. Education is the key to North Carolina's strength; therefore, within the limits of present knowledge and the best available projections, this report attempts to spotlight what the Board believes to be the State's most pressing needs and aims in higher education for the future—particularly between now and 1970.

